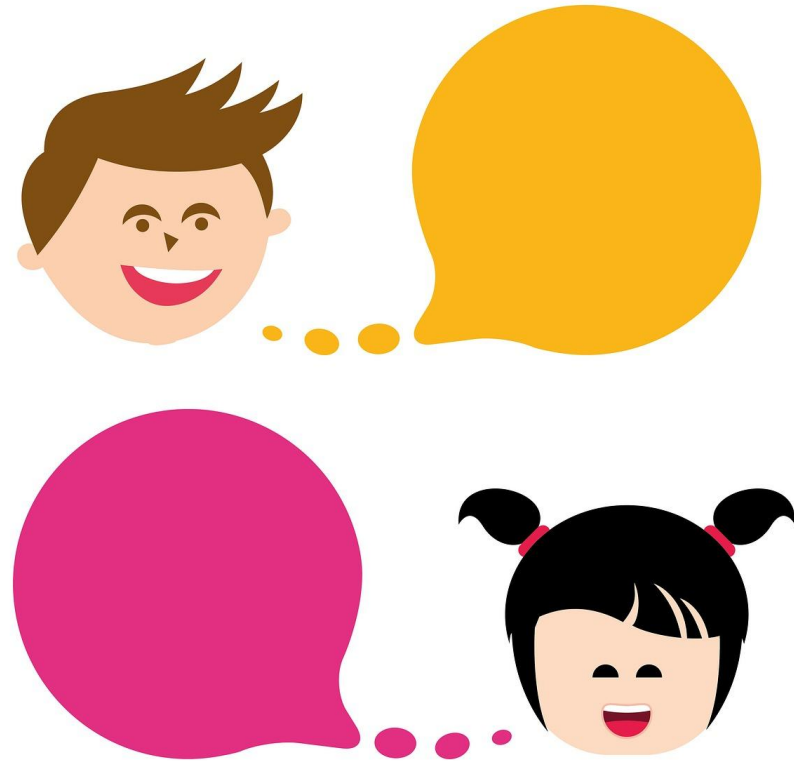


Direct Interventions for School Social Workers

Elementary Style

You Tell Me...

Write in the chat the topics that are referred most frequently to school social workers.

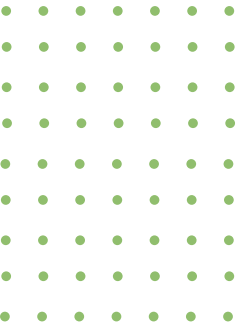


HELLO! I'm...



Shannon Romine, MSW, LCSW

What you can expect today



- An overview and example activities of 5 major practice areas
- Time to collaborate, share, and ask questions in breakout sessions.
- A few of my favorite general activities with kids.



What we will NOT have time to cover today.

(Direct Intervention is a HUGE topic)

Behavioral interventions (incentives, sticker charts, and more)

Planning the intervention/gathering data

[Planning Intentional Work \(Bonus Slide\)](#)

Outcome measurement

Group Work Considerations

TODAY'S TOPICS ...

- **GRIEF**
- **MOTIVATION**
- **SOCIAL SKILLS**
- **ANGER**
- **ANXIETY**

(With some bonus activities and slides)

When working in schools....

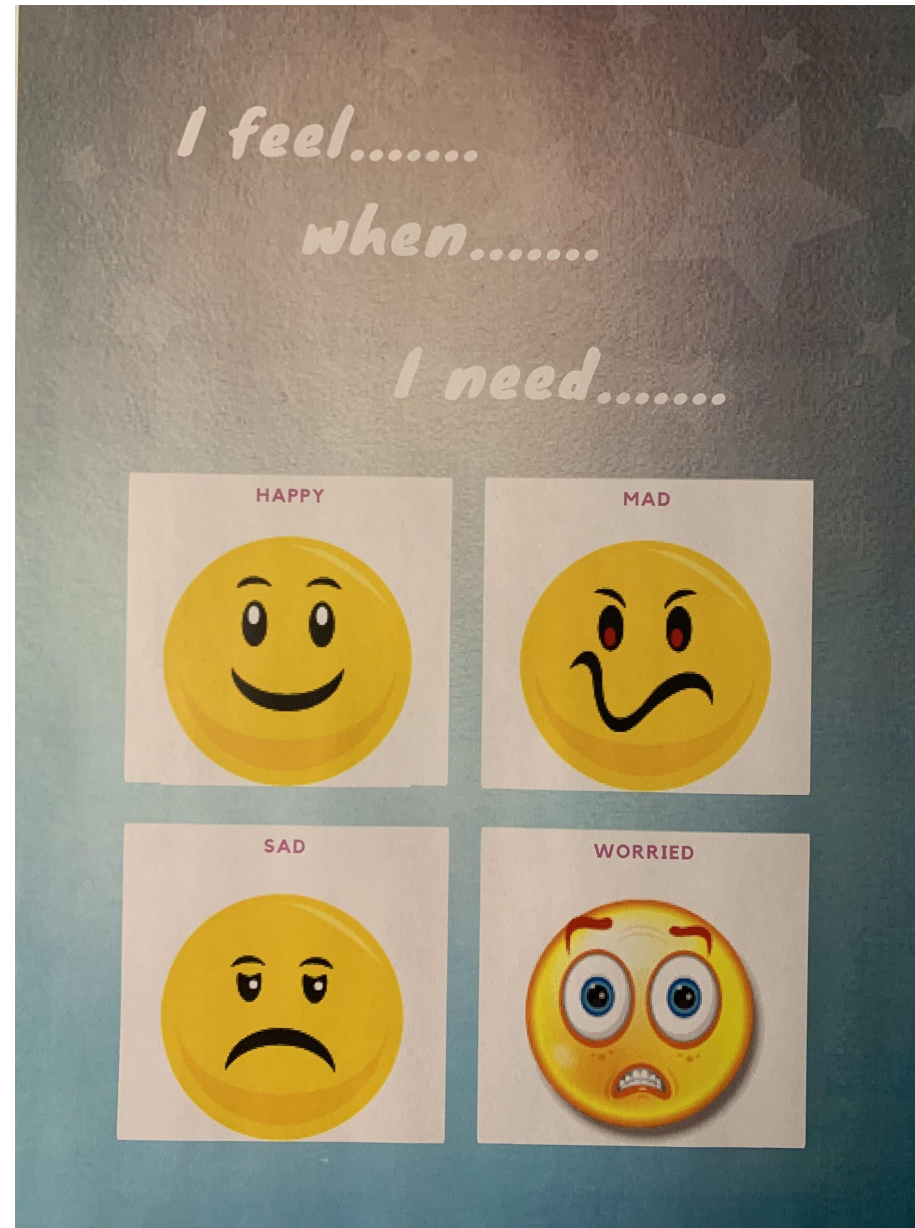
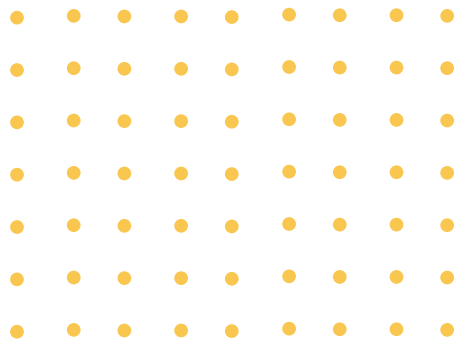


Openings:

- I feel.....
- Grounding technique
- Temperature check
[Mood Thermometer](#)
- Statement of purpose
(groups especially)
- ?

Closings:

- Affirmation Box
 - [Free TpT downloadable resource from Pathway2Success](#)
- Temperature check
- Deep breathing exercise
- Personal mantra/affirmation
(student written if possible)
- ?



Grief Overview

- Do some professional development
 - Ethical obligation -- “if we ask them to go on a painful journey, we must ensure that they are fortified and prepared” --Erica Sirrine
 - Grief is complicated and can be uncomfortable
 - Be aware of own triggers and responses
- Scope of school social worker
- Individual vs. Group
- Monitor for physical reactions to the loss (sleep disturbance, appetite changes, dehydration is very common after a loss)
- Consider all factors (developmental age, actual age, gender, spirituality/religion, culture, nature of loss, pre-loss functioning, support system, time since loss)
- Address continuing bonds ongoing

Grief Activities

- Books [whatsyourgrief.com Book List](https://www.whatsyourgrief.com/book-list)
- Memory journal
- Therapeutic play (puppets and stuffed animals, sand tray, 'home visit')
- Write letter to loved one
 - or to his/her self in 5-10 years (what I want you to know)
- Grief cave -- messages to others and loved one
- Books/Curriculum
 - (When Someone Very Special Dies by Marge Heegaard)
- Drawings that allow processing of memories (Photo pots, Forever Part of Me)
- Sentence Starters (dice, jenga, etc.)
 - [Therapist Aid Grief Sentence Starters](#)
- Stuffed animal for termination (as appropriate)
- Camp Healing Tree


Grief -- Examples

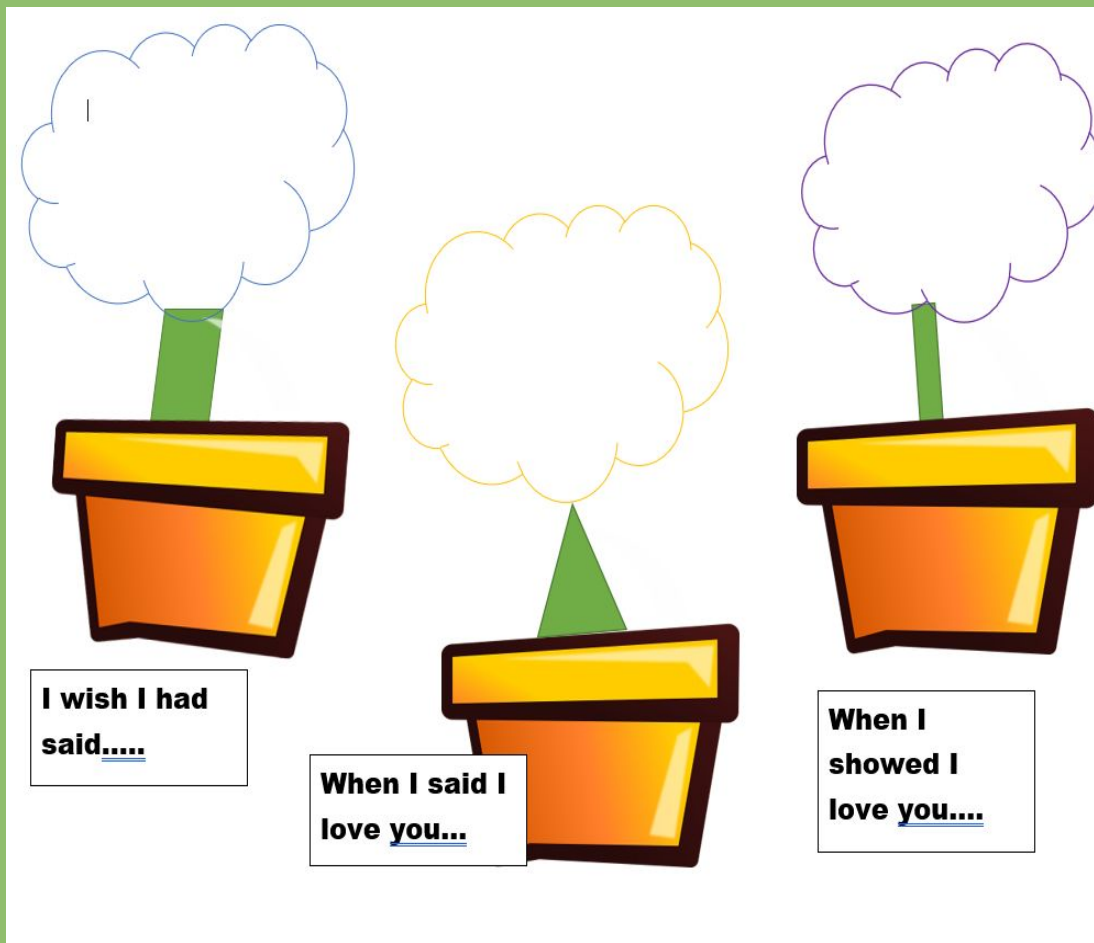
Memory Journal

Austin always said:

**“RISE TO THE OCCASION. DO
SOMETHING AMAZING.”**

I went to this little bookgroup when I was younger and there were different levels of it depending on your age. I couldn't read as well because I had a speech impediment, so I was going to get better. I took a test to see if I needed to stay longer or could leave. I used that quote in there to help me. I don't know if he came up with it or not, but it was something he always said to me.

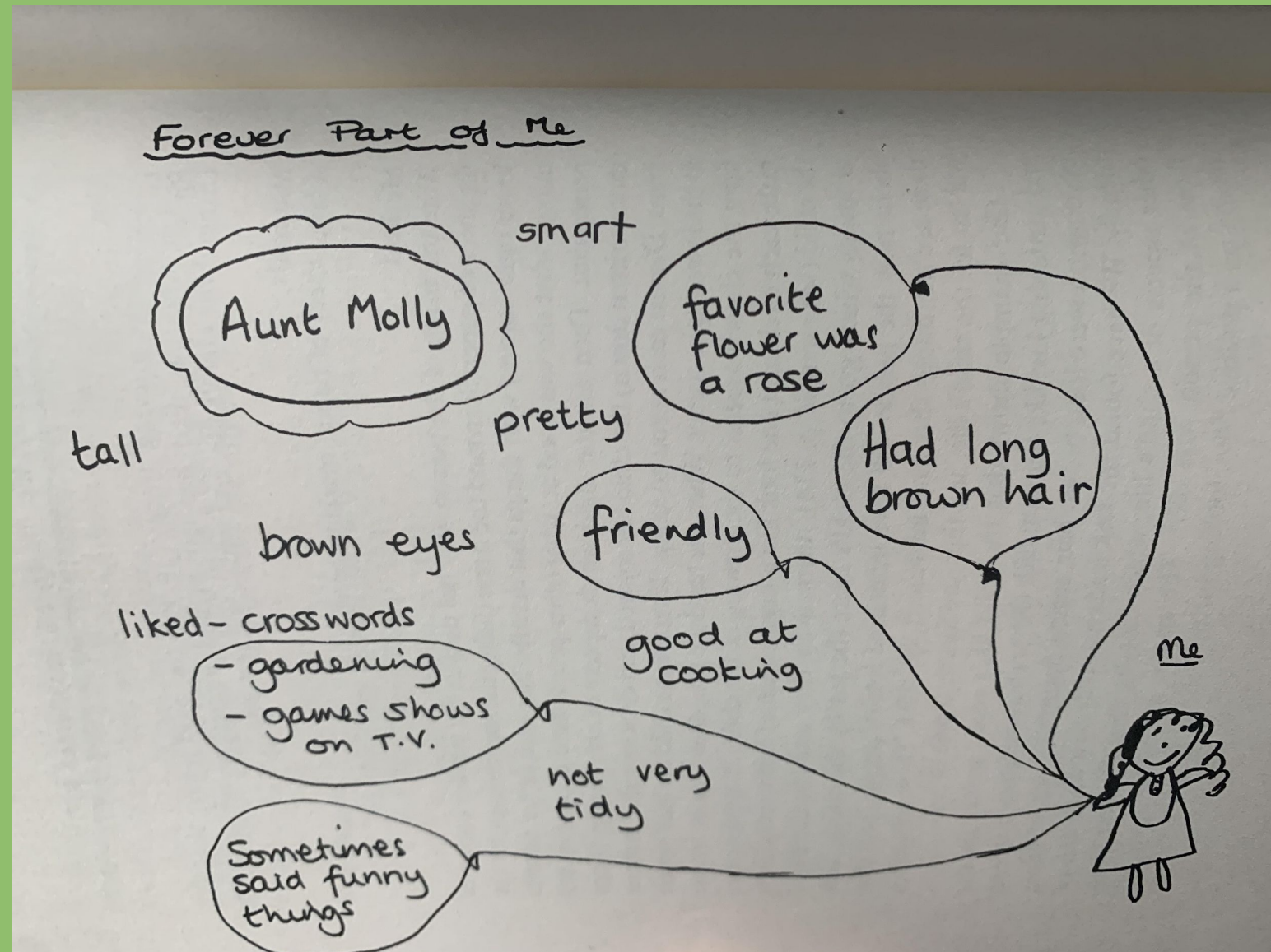
 Your life
is an occasion.
Rise to it.
-Suzanne Weyn



Grief -- Examples

From

“Creative Therapy
with Children and
Adolescents”



Motivation/Work Completion Overivew

Connecting School to Future

- Assess feelings about school and future work
- Is there an actual deficit?
- Make it personal to them
- Identify and build strengths
- Get the teacher on his/her side

[IDOE References](#)

Motivation Examples

- Budgeting Exercises
 - [Ready for the Real World?](#)
- Strengths Inventory/ Self-Esteem
 - [Therapist Aid Self Esteem](#)
 - [Therapist Aid -- Self Esteem Journal](#)
- Career Interest Surveys
 - [Holland Test](#)
- Career Treasure Hunt
 - [My Next Move](#)
- Career Poster/Collage
- [Learn More Indiana](#)

PAY LEARN MORE 6-8

Name: _____

LEARNMORE
STUDENT ACTIVITY

Ready for the
REAL WORLD?

Picture your perfect life in 10 years, and see what you'll have to do to support your ideal lifestyle during your first two years in the workforce. Circle your answers in each category and write the cost of your choice on the line under "My Cost." Add up your total expenses on the last line.

	Cost per Month	My Cost
Housing: I'd like to live in...		
a. A one-bedroom apartment	\$475	_____
b. A one-bedroom apartment with a roommate	\$225	_____
c. A rented two-bedroom house with a roommate	\$400	_____
d. A two-bedroom house that I will own (w/ homeowner's insurance)	\$1,030	_____
Entertainment: My entertainment will be... (Circle all that apply)		
a. A movie, four times a month	\$40	_____
b. Golfing, three times a month	\$90	_____
c. Surfing the internet and watching cableTV	\$100	_____
d. Biking, rollerblading, hiking and outdoor sports	\$0	_____
e. Attending a concert, once a month	\$70	_____
Transportation: I'd like to drive a...		
a. New economy car	\$400	_____
b. Used economy car	\$250	_____
c. New sports car or truck	\$700	_____
d. Used sports car or truck	\$450	_____
Food: I'd like to...		
a. Buy groceries and cook all my meals	\$250	_____
b. Eat all my meals at fast food restaurants	\$450	_____
c. Cook some and eat out some	\$300	_____
Phone, Utilities, Car Insurance, Doctor/Dentist Visits, etc.	\$400	\$400
TOTAL MONTHLY EXPENSES		

Can you support your lifestyle? Circle your education plan below and see what your expected monthly income will be. Don't forget that you should be saving for emergencies and big purchases, too.	Education plans: I plan to attend...	Income per Month
	a. I don't plan to finish high school	\$1,100
	b. High school and graduate	\$1,400
	c. A proprietary (private career) school	\$2,100
	d. An apprenticeship program	\$2,100
	e. College for two years	\$2,000
	f. College for four years	\$2,800
	g. College for four years, plus a master's degree (two years)	\$3,000
	h. College for a professional degree (such as law or medical degrees)	\$5,200

LEARNMOREINDIANA.org

13

Social Skills Overview

Key Components for Any Skill

- 1) Target Specific Skill(s)
- 2) Teach the skill ([Skillstreaming](#) or other guides) through modeling and discussion
- 3) Practice, practice, practice (role play, cooperative group games, puppets)
- 4) Increase student awareness through teacher and self-monitoring

What it can look like:

- Social Stories
- Use of visuals/posters
- Self Rating during activity
- [Points for Grumpy](#)
- Goal setting and tracking with teacher

Social Skills Examples

Social Story

When I play with other kids,
I make sure to leave

HULA HOOP SPACE !



Sandbox Learning --
Custom Social Stories

IGNORING

From "Skillstreaming the Elementary School Child"
by Dr. Arnold P. Goldstein and Dr. Ellen McGinnis

GROUP 1: CLASSROOM SURVIVAL SKILLS

Skill 10: Ignoring Distractions

STEPS	NOTES FOR DISCUSSION
1. Count to five.	Discuss that counting to five will give the student the time to calm down if frustrated and to recall the rest of the skill steps.
2. Say to yourself, "I won't look. I'll keep on working."	Statements should be spoken aloud during modeling and role-playing.
3. Continue to work.	
4. Say to yourself, "Good for me. I did it!"	Discuss ways of rewarding yourself.

SUGGESTED SITUATIONS

School: Another teacher comes into the room to talk with your teacher.

Home: Your brother or sister tries to distract you from your chores or homework.

Peer group: A classmate tries to get your attention in class or to distract you from a game at recess.

COMMENTS

Each time students ignore a distraction, they may make a check mark on an index card or color a space on one of the Self-Recording Forms from the Program Forms book (see the example in Figure 6, p. 75). Self-recording efforts can then be reinforced if needed.

Rewarding Yourself (Skill 35) is a part of this skill (Step 4). Self-reinforcement may be necessary until the skill can be reinforced by teachers or parents.

100

Social Skills - Examples

Color by Listening



1. Draw This. One way to get your group to listen is to make sure they are unaware of the fact that it's a listening game. In "Draw This" your students will simply think they are drawing. So how does it work? Give each of your students a blank piece of paper. Now, give one drawing instruction such as "Draw a square". Then, ask your students to pass the paper to the next student so that everyone has a new paper. Now, give another drawing instruction such as, "Under the square, draw a triangle." Keep giving instructions until the papers have made it all the way around the room. Now see which papers have turned out correctly. You can modify the instructions according to the language level of your students.

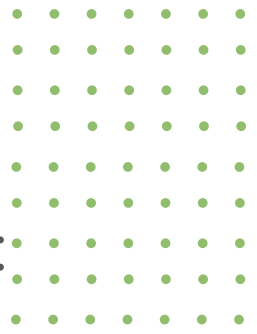
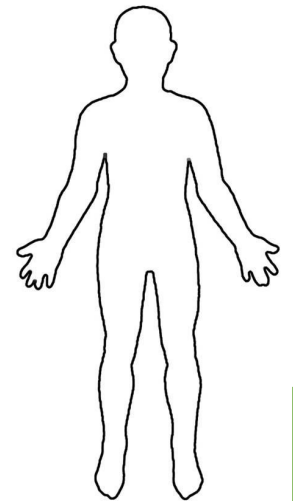
2. Daily Quiz. In order to get your students to pay attention throughout the lesson, it's a good idea to give them a fun listening quiz at the end of the day. You can make the questions entertaining. For example, if you told your students an anecdote about your dog, one of the questions could be "What was the dog's name?" The quiz should only be 2-5 questions long. The student(s) who get the most right answers get a gold star. At the end of every month the student with the most gold stars gets a prize like choosing a game to play, leading an activity, or sharing with the class 15 minutes of his/her favourite film (in the language you are teaching, of course). This reward system takes the heaviness out of the word "quiz".

From: Listenandlearn.org

Anxiety and Anger - Overview

Working with any strong feeling requires the following skills:

- Normalize feelings ([Book Lists](#))
- Feeling Identification
 - Charades, matching ([Free Emotion Cards \(Class Dojo\)](#))
 - Thumbball, pick up sticks, dice game
 - Zones of Regulation by Leah Kuypers
- Body Awareness
 - Simple drawing -- Color code to feelings
 - [Therapist Aid Interactive Activity](#)
- CBT
 - Videos [SEL Sketches Triangle](#), [You Are Not Your Thoughts](#)
 - [Therapist Aid](#) --Thoughts, Feelings, Actions
 - [Therapist Aid](#) -- Thinking Errors



Book Lists --- SO MANY CHOICES!!

ANGER

[Raising Lifelong Learners: Book List for Kids Dealing with Anger](#)

[The Responsive Counselor List](#)

[Book Nerd Mommy: Books for Dealing with Anger](#)

ANXIETY

[25 Books to Help Kids Overcome Worry, Anxiety, and Fear](#)



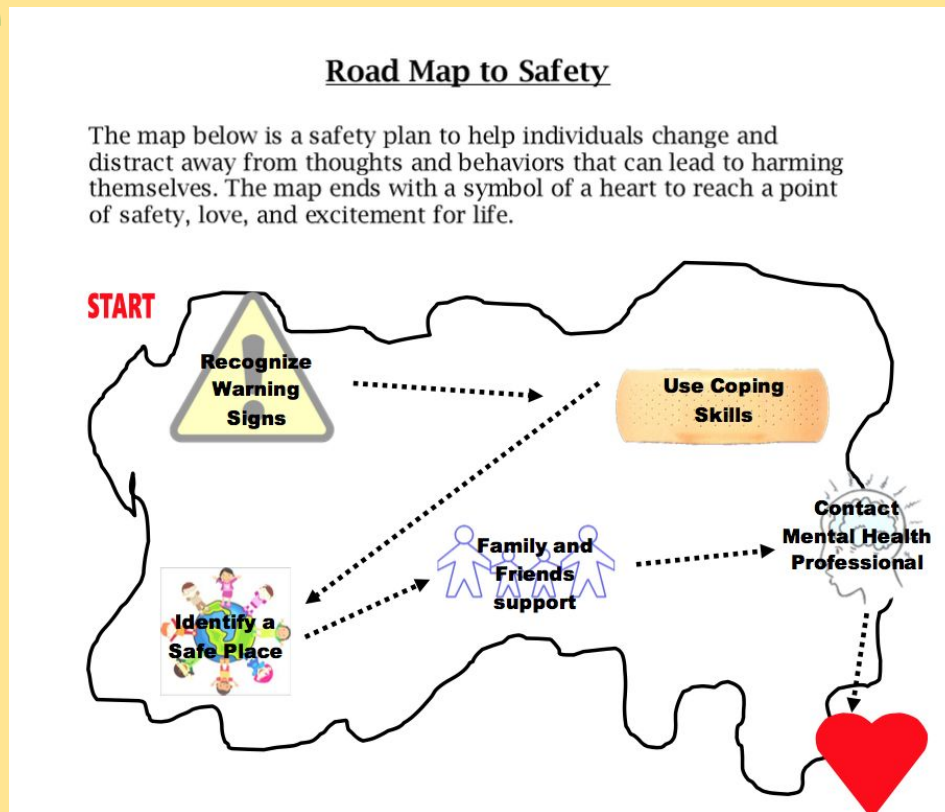
Anxiety and Anger - Overview 2

After teaching foundational feeling awareness,

- Triggers and Warning Signs
- Coping Skills (In the moment)
- Feeling Expression Activities
- Relaxation Activities (Proactive and Reactive)

Triggers and Warning Signs

MAKE A MAP!!



**This is actually a suicidal ideation map, and is just to demonstrate the concept.

You would want to draw or make your own with your student.

Easily adapts to anger, anxiety, and other feeling work.

From:

<https://www.hubforhelpers.com/product/road-map-to-safety/>

Coping Skills

Grounding Technique

Name:

5 things you can see

4 things you can feel

3 things you can hear

2 things you can smell

1 thing you can taste (can provide a mint or candy to the student)

(Lots of pretty posters and flashcards for sale at TpT).

Go Zen Progressive Muscle Relaxation



Feeling Expression Activities

ANGER

Anger Basketball

Give the student lots of scrap paper. Instruct him/her to crumple up each paper and shoot at the trash can until they run out of ideas.

Safe Physical Expressions

Throw a soft or semi-deflated ball

Tear up papers

ANXIETY

Worry Box



ALL FEELINGS

What Feelings Are in Your Heart?

Color a heart with each feeling. Can then attach to a situation or event.

Relaxation Activities #1

prevention and intervention 4

for you to know

There are two ways to work on managing anxiety. The first is by practicing prevention, which means that you spend time doing relaxation techniques on a regular basis to keep your everyday anxiety at a low level. The second is by practicing intervention; at the time you feel your anxiety level rising, you perform a relaxation technique to help you calm down and manage the current situation.

Some people don't understand why they should practice relaxation techniques *before* they are feeling anxious. To help you understand why it is a good idea, think about your teeth. Do you wait until you have a cavity to start brushing your teeth? Most of us brush our teeth every day because it helps prevent cavities from forming. It is the same with anxiety. If you practice relaxation techniques every day, you can better prevent anxiety from forming.

Some of the relaxation techniques you will learn in this book are best used for prevention, before you feel anxiety, and some are best used for intervention, at the time you feel anxiety. Many of the techniques can be used at both times. It is important to remember that the more you practice the techniques as prevention, the better you will be able to use them for intervention.

activity 4 * prevention and intervention

directions

Put a "P" next to the phrases that describe activities done as prevention (before a situation or event) and an "I" next to the phrases that describe activities done as intervention (at the time of a situation or event).

- _____ Studying for a test
- _____ Recalling information at the time of a test
- _____ Eating a variety of healthy foods daily
- _____ Drinking juice when you have a cold
- _____ Slamming on your brakes to avoid an accident
- _____ Driving at the speed limit
- _____ Setting your soda can on a coaster
- _____ Cleaning soda rings off the coffee table
- _____ Washing your face on a daily basis
- _____ Applying acne cover-up when your face breaks out
- _____ Saving part of your allowance or paycheck each week
- _____ Asking your parents for a loan when you need extra money
- _____ Putting gas in your car when the gauge reads empty
- _____ Putting gas in your car when the gauge reads one-quarter full
- _____ Bringing a granola bar in your backpack in case you get hungry
- _____ Buying a granola bar at a vending machine when you get hungry
- _____ Paying your cell phone bill by the due date
- _____ Paying your cell phone bill when your service gets turned off
- _____ Wearing a wristguard when you go bowling
- _____ Doing wrist-strengthening exercises twice a week

activity 4 * prevention and intervention more to do

Describe three activities you have done in the past week that could be considered prevention.

1. _____
2. _____
3. _____

Describe three activities you have done in the past week that could be considered intervention.

1. _____
2. _____
3. _____

Describe a situation in which your intervention would have been better if you had also practiced prevention.

Describe any activities you already do to prevent your anxiety level from getting too high.

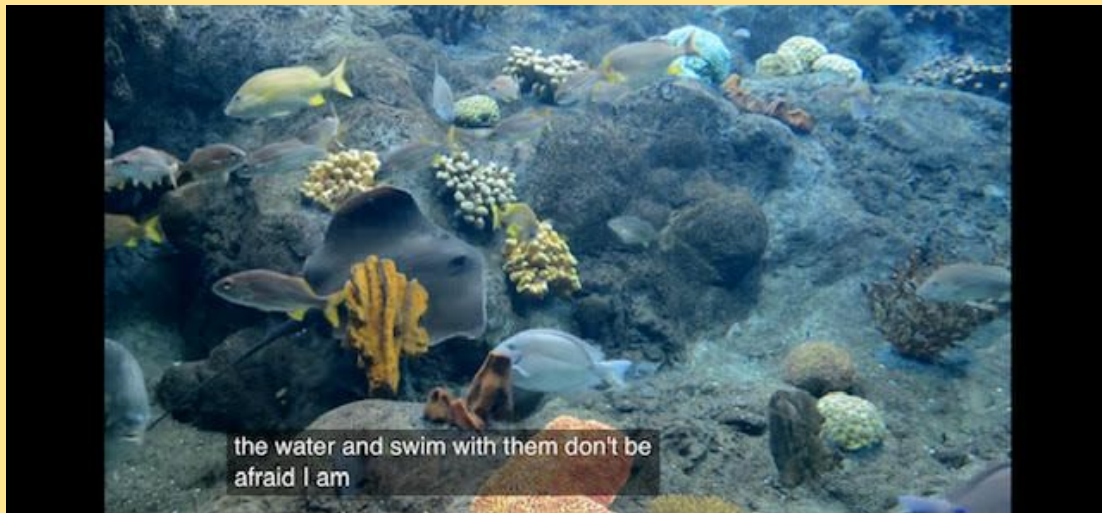
Describe what you usually do to help yourself when your anxiety level gets very high.

"The Anxiety Workbook for Teens" is another great resource. This is one of my favorite concepts in feeling work. . It helps kids understand the need to practice relaxation and stress management before things become overwhelming. **Can then create a calendar of things to do each day!**

Relaxation Activities #2

Guided Imagery Progressive Muscle Relaxation

[John Hopkins Children's Hospital 15
Minute Exercise](#)



Deep Breathing Exercises

[Go Zen 4-7-8 Breathing](#)

[Five Finger Breathing](#)

[Square Breathing](#)

Lots of overlap with coping skills.....

Breakout Sessions

Choose One:
Anger, Anxiety, Social Skills, Grief, Other

BONUS SLIDES!

My Favorites -- Sentence Starters

Use anything where you can write numbers. Match numbers to sentence starters.

Jenga, Thumbballs, Dice.....and things like it.....

Topics are ENDLESS (feeling identification, grief, coping skills, etc.)

And can have multiple uses for the same game

Grief Example:

1 = Tell a memory of your loved one

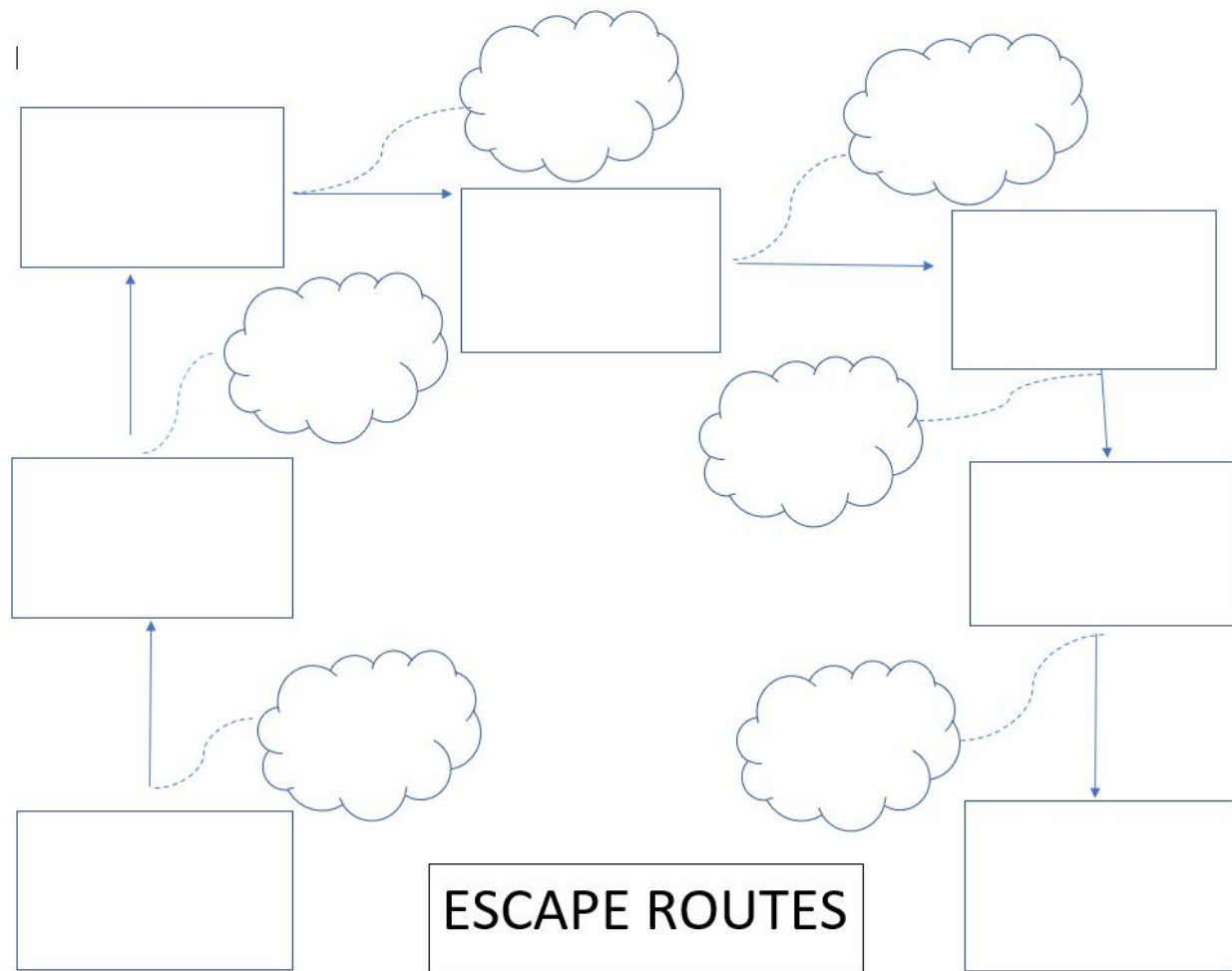
2= What is one thing thing your special person loved to do?

3= Name one person that you can talk to about your loved one

etc.....

Can purchase an example here: [The Responsive Counselor Bundle](#)

My Favorites -- Escape Routes



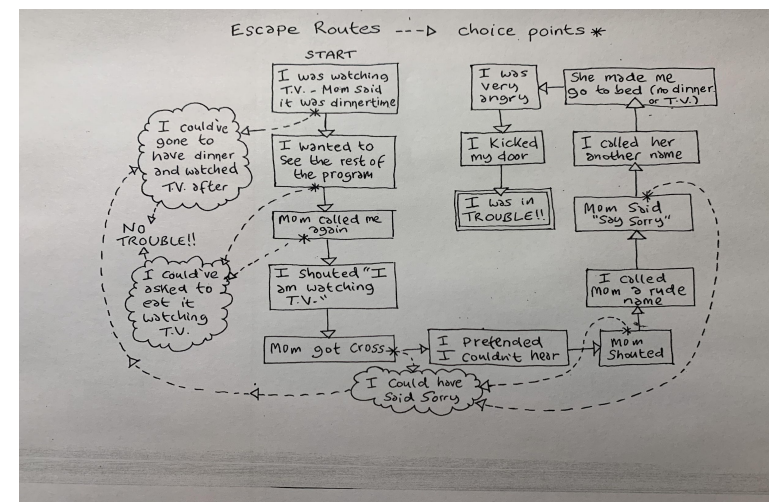
From:

“Creative Therapy with Children and Adolescents”

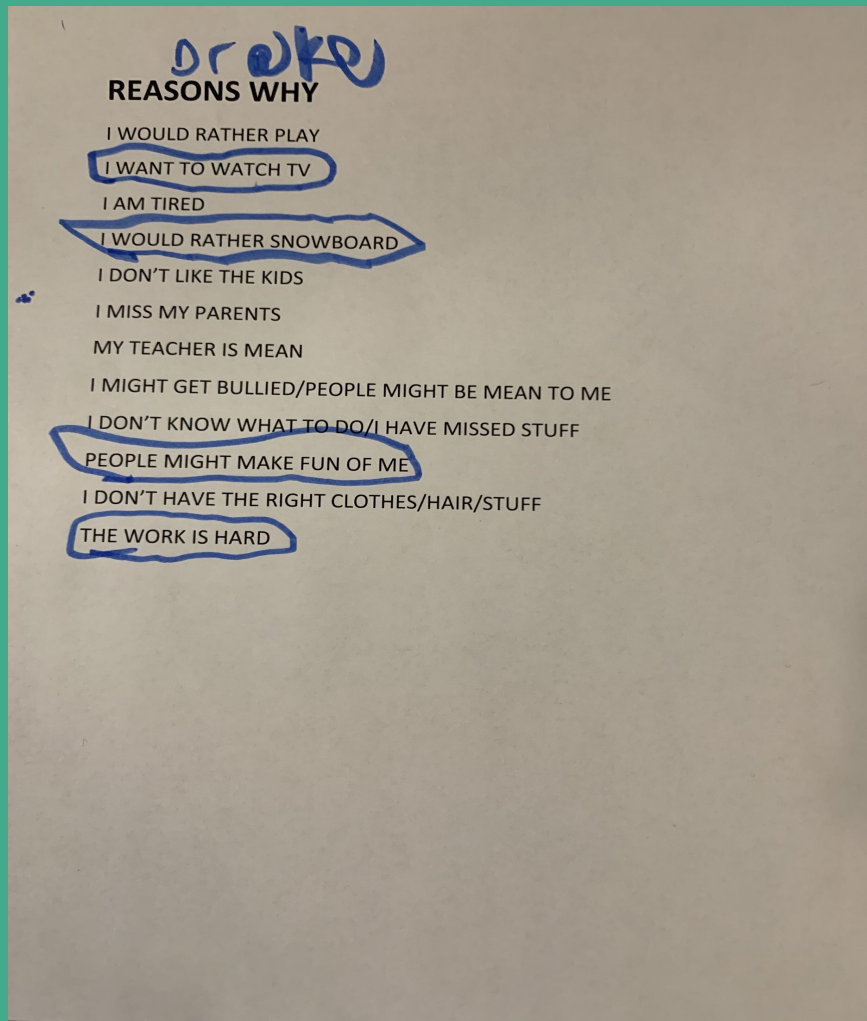
by Angela Hobday and Kate Ollier

The student (or adult based on age/ability) fills in what actually happened in the boxes.

Then the student and therapist fill in the bubbles with actions that could have been done instead.



My Favorites -- Reasons Why



Simple activity for group or individuals. All participants (including you) take turns listing as many REASONS WHY the behavior might be happening. Then the student marks the ones that are true for him/her.

It's amazing.

From "Creative Therapy with Children and Adolescents"

My Favorites -- Food Color Feelings

Video will be added

You will need:

- One clear container
- Water
- 4 liquid food colors (red, green, yellow, blue)

I have no idea where I got this activity, so I cannot quote a source, but I have been doing it for more than 15 years. I get really excited when I get the chance to do this with a student.

Reference and Resource List

[PESI Grief Training Link](#) :The Ultimate Grief Treatment Toolbox

[Intervention Central](#)

[PBIS World](#)

Go Zen (subscribe on YouTube)

[List of Julia Cook Books and Description](#) (My favorites)

[Creative Therapy with Children and Adolescents](#)

[Therapist Aid](#)

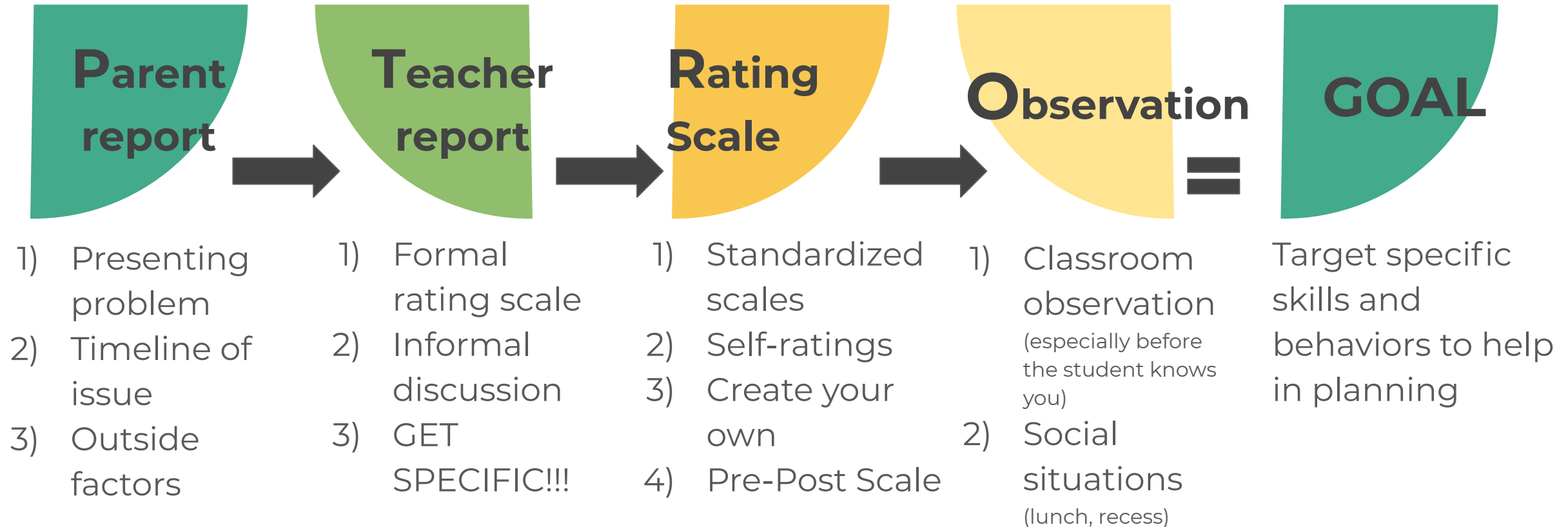
[The Coping Skills Workbook](#)

[Zones of Regulation Handout](#)

Thank you!

Planning Intentional Work

(Bonus Slide)



*This can be helpful in deciding on school social worker or school based mental health as well.

Credits.

Presentation Template: [SlidesMania](https://www.slidesmania.com)

Images: [Unsplash](https://unsplash.com)