Social Workers in West Virginia Schools

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Behavior Support Specialist

A Collaborative Project of

Overview

Why Schools are Hiring Social Workers

- Behavior and Mental Health Needs

How Social Workers Can Help Schools

- Multi-Tiered Systems of Support
- Social Emotional Learning and Regulation
- Data-Based Decision Making

The River Analogy

ACEs at School

- ACEs are the single greatest predictor for health, attendance and behavior.

- ACEs are the second strongest predictor for academic failure, after special education status.

- **56%** of children with an ACE score of **4+** had <u>learning and behavior problems</u> in school compared with **only 3% of children with an ACE score of ZERO.**

Source: Burke, N.J., Hellman, J.L., Scott, B.G., Weems, C.F & Carrion, V.C. (June 2011). "The Impact of Adverse Childhood Experiences on an Urban Pediatric Population," Child Abuse and Neglect, 35, No. 6.
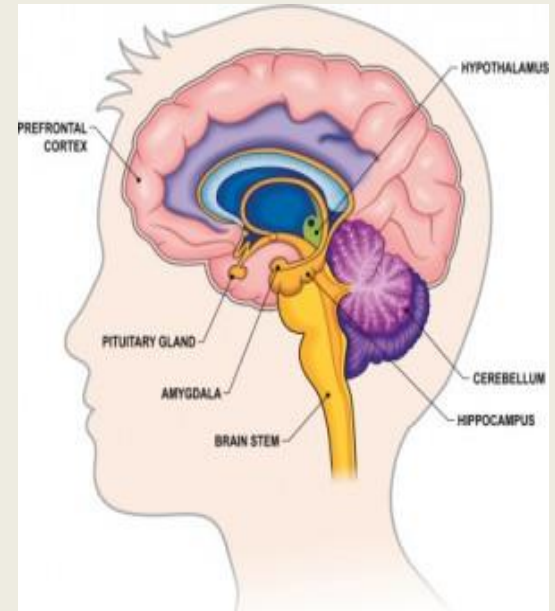
Why do Students with high ACE scores end up in the office?

Chronic Toxic Stress leads to an overactive limbic system and immature pre-frontal cortex.

The pre-frontal cortex is responsible for:

-Focusing Attention

-Predicting Consequences

-Impulse Control

-Anticipating Events

-Managing Emotional Reactions

Do you know any students with an overactive limbic system and immature prefrontal cortex?

Annual household income
of less than $15,000 are 3x as likely to have

4 + ACEs compared to an
adult with an annual household income of
$75,000 or more.

West Virginia Poverty Facts
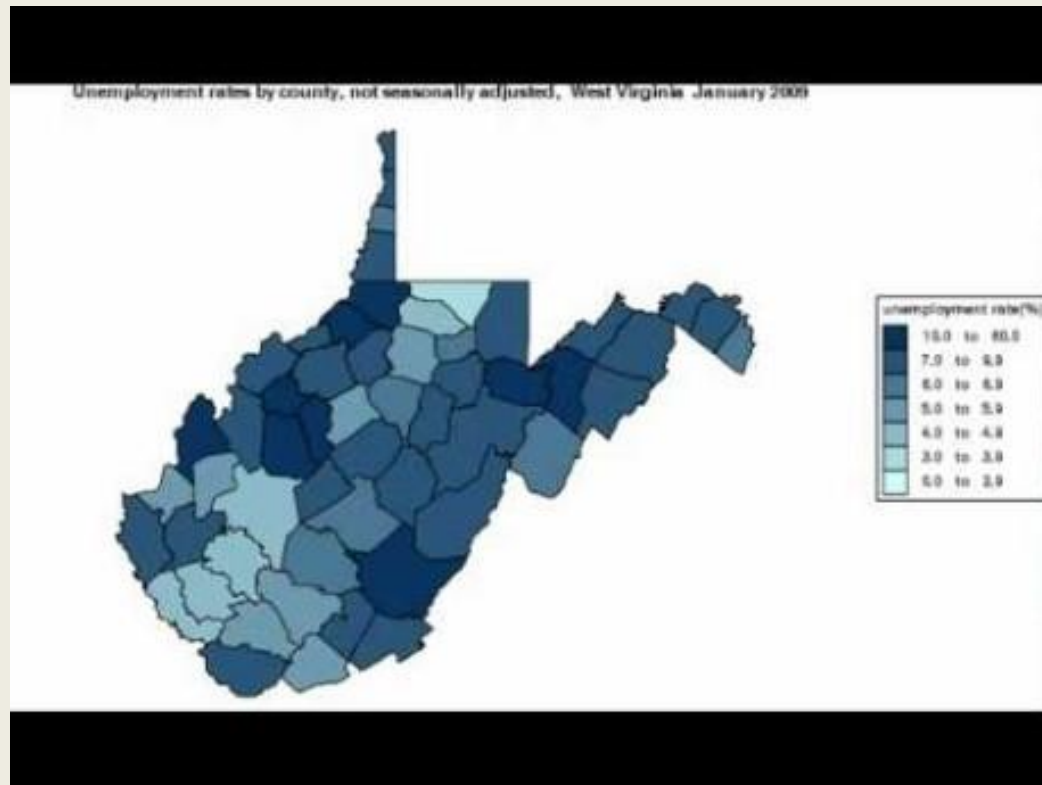In 2018, WV was 1 of 2 states where the poverty increased.
Children 6-11 years old- poverty rate is 24.7 percent.
Adolescents 12-17 years old- poverty rate is 20.1
1 in 4 West Virginians are employed at a low-wage job.

West Virginia Unemployment Map

Unemployment rates by county, not seasonally adjusted, West Virginia January 2009

2007-2012

As unemployment rises
Blue darkens

Students in 2nd-6th grade were born during this time.

How will COVID-19 impact ACEs in our state?

West Virginia Mental Health and Substance Use Impacts Students

- **57.8 people per 100,000** died from drug-related overdose deaths in West Virginia (WV) in 2017, the highest rate in the United States.

- **6,938 children in West Virginia were placed in foster care** as of March 2019. Parental substance abuse was a factor in 82% of those placements.

- More than **40,000** children live with grandparents or other relatives.

  - 10.6% of all children under age 18

  - 34,806 of these children live with grandparents

  - 21.5% of those grandparents live in poverty

- West Virginia ranked 14th in the nation for suicide rates at 18.4 per 100,000 people compared to the national average of 13.8.

- The second leading cause of death among individuals **ages 15-34 in WV** is suicide.

Neonatal Abstinence Syndrome
How are schools effected?

2013

33 out of every 1,000 infants in West Virginia were born with NAS

Those students are in 2nd grade right now

2017

50 out of every 1,000 infants in West Virginia were born with NAS

Those students are in Pre-K right now

West Virginia is 10x the National Average

"Crisis in the Classroom"
West Virginia Teachers and the Opioid Epidemic
2,205 WV Teachers Surveyed in 2018

INCREASED IMPACT ON SCHOOLS
Over 70% of teachers reported an increase of students impacted by substance use in the home

NEED FOR SPECIFIC TEACHER TRAINING
Despite the increased numbers of students impacted, over 70% of teachers reported not receiving training specific to children impacted by parent/caregiver substance use

RELIANCE ON COLLEAGUES FOR SUPPORT
80% of educators rely on fellow teachers and administrators for resources to better support students

TEACHER CONFIDENCE
90% of teachers are not confident in knowing how to support children with parents/caregivers who use substances

> For those children that I do recognize are coming from homes of addiction or are broken for some reason or another, I know they need more support in the classroom, I just don't know what supports those are or how to deliver them.

> Do I have the right to reach out and offer resources and services to get the parent help? To open and honestly talk to the parent about their addiction? Is that overstepping?

> Teach? We are no longer just teaching. Teachers and administrators are now counselors, policemen, CPS workers, food pantries, friends, and teachers.

> Some students are so fixated on "survival" that learning is not a priority for them.

> I used to be energetic and love teaching kindergarten. Now, however, I am fearful for what each school year brings.

West Virginia Teacher Quotes

Teacher Challenges

Most teachers (70%) experienced at least occasional burnout – emotional exhaustion, cynicism, lack of personal accomplishment – on a monthly basis. **One-third of teachers experienced burnout frequently**. With over 206 open professional positions in the state, burnout may lead to an increase in teacher shortages.

ReClaimWV

In response to the Opioid Epidemic, the West Virginia Department of Education (WVDE) will support and collaborate with local education agencies, schools, communities, and families to address the physical, social-emotional, behavioral, and mental health needs of our students.

COVID-19 Impact on School Behavior/Mental Health

Saturday Education Map

Source: West Virginia Department of Health and Human Resources
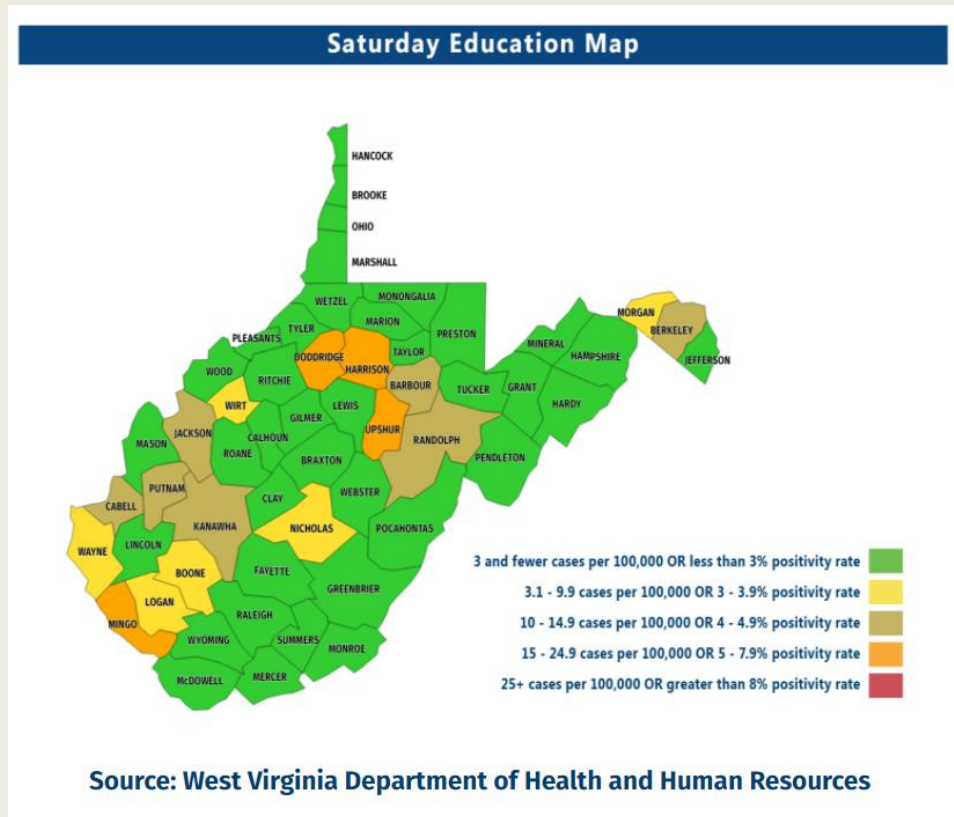
- Teacher's Exhaustion
- Week to Week Uncertainty
- Decrease in Behavior Incidents
- Virtual Students
  - Prior Attendance and Behavior issues
- Lack of tutoring
- Lack of social engagement

Social Workers Are Here for Schools

WEST VIRGINIA SCHOOL SOCIAL WORKERS

West Virginia school social workers are licensed professionals who serve as a link between school and community to promote and support students' academic and social success.

WHO ARE SCHOOL SOCIAL WORKERS?

School Social Workers are trained mental health professionals with a degree who provide services related to a person's social, emotional, and life adjustment to school and/or society. School Social Workers are the link between the home, school and community in providing direct as well as indirect services to students, families and school personnel to promote and support students' academic and social success.

2017-2018 - 58 social workers
2019-2020 - 131 social workers
More than doubled in 2 years! We are growing!

Where are WV School Social Workers located?

County	FTE
Barbour	1.00
Berkeley	14.00
Boone	-
Braxton	-
Brooke	-
Cabell	10.00
Calhoun	2.00
Clay	-
Doddridge	1.00
Fayette	1.00
Gilmer	-
Grant	-
Greenbrier	2.00
Hampshire	-
Hancock	3.00
Hardy	3.00
Harrison	2.00
Jackson	2.00
Jefferson	-
Kanawha	6.00
Lewis	-
Lincoln	9.00
Logan	3.00
Marion	-
Marshall	-
Mason	3.00
McDowell	3.00
Mercer	9.50
Mineral	1.00
Mingo	3.00
Monongalia	23.00
Monroe	1.00
Morgan	1.80
Nicholas	0.50
Ohio	-
Pendleton	-
Pleasants	-
Pocahontas	-
Preston	-
Putnam	2.00
Raleigh	8.00
Randolph	-
Ritchie	-
Roane	1.00
Summers	-
Taylor	-
Tucker	-
Tyler	1.00
Upshur	-
Wayne	6.00
Webster	-
Wetzel	3.00
Wirt	-
Wood	6.00
Wyoming	-
Total	131.80

Levels of Social Work Licenses

A. Licensed Social Worker - LSW

- Bachelor's of Social Work (BSW)
- Passed Basic Social Work Exam

B. Licensed Graduate Social Worker –LGSW

- Master's of Social Work Degree (MSW)
- Passed Intermediate Social Work Exam

C. Licensed Certified Social Worker - LCSW

- Master's of Social Work Degree (MSW)
- 2 years Post-Master's
- Passed Advanced Generalist Exam

D. Licensed Independent Clinical Social Worker – LICSW

- Master's of Social Work, PhD or DSW
- Supervised Clinical Experience
  - 2 years or 3,000 hours
  - 100 hours of supervision
- Completed Psychopathology or Abnormal Psychology Course
- Passed Clinical Social Work Exam

**All levels of Social Work must complete 40 hours of CEUs every 2 years

SCHOOL SOCIAL WORKER'S ROLE

Services to students include:

- provide crisis intervention
- develop intervention strategies to increase academic success
- help with conflict resolution and anger management
- help develop social-emotional skills
- develop alternative education programs for students who are have dropped out, truant, or experiencing behavioral barriers to education
- identify and report child abuse and neglect
- provide prevention programs for school violence, substance abuse, & teen pregnancy
- obtain and coordinate community resources to meet students' needs

Services to parents/families include:

- interview the family to assess problems affecting the child's education
- work with parents to facilitate support in their child's school adjustment
- alleviate family stress for the child to function more effectively in school

Services to districts include:

- help assess school climate and develop school safety plans
- help school districts receive adequate-support from social and mental health agencies
- coordinate systems of care to provide wrap-around services

Job Title is less important than Job Description

Every County/School will determine how to use their social worker based on their needs.

Social Workers hired to be coordinators, behavior interventionist, case managers, etc. may have different job responsibilities.

Everyone needs to know what services social worker does and does not provide and to whom they provide them to.

Social Work Beliefs and Values

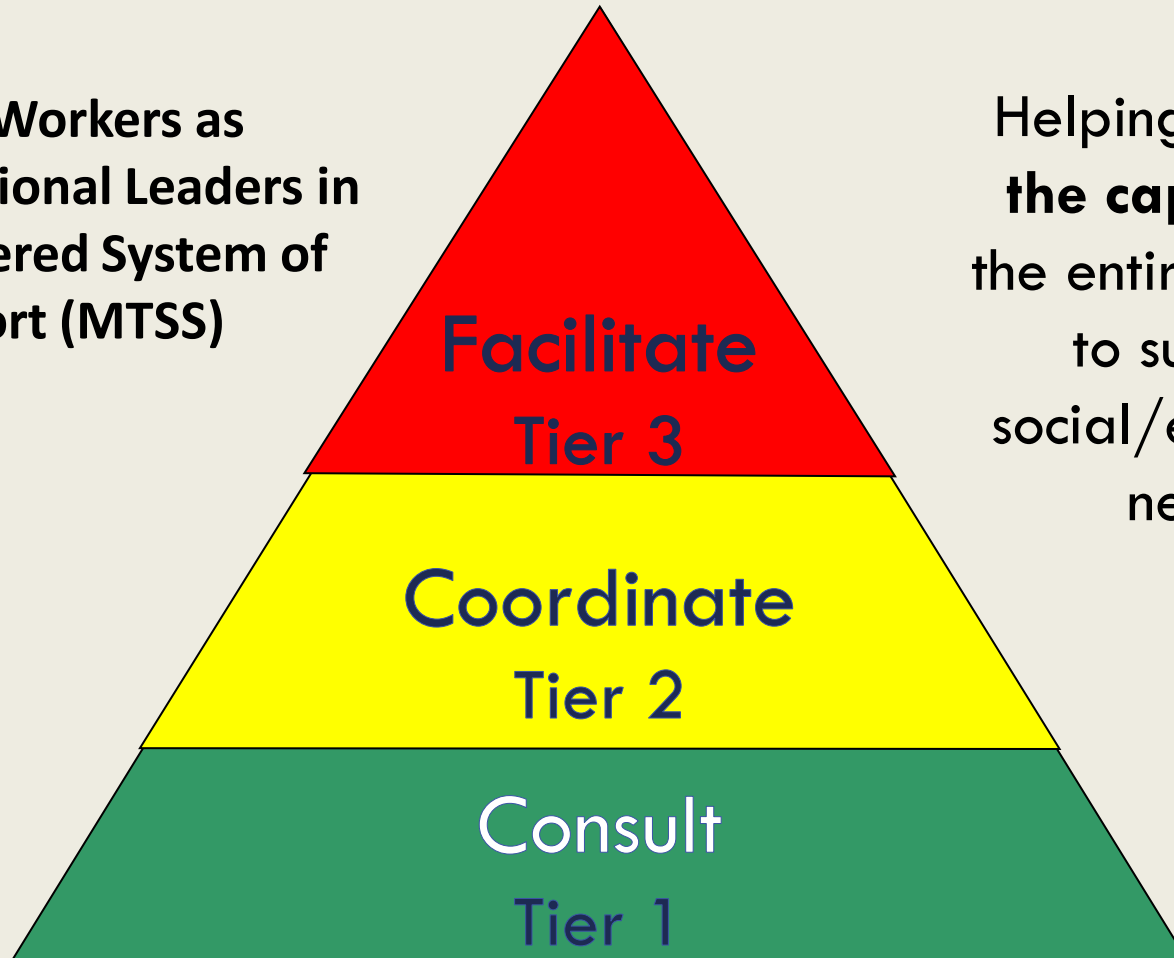|		
PIE – Person In Environment	Importance of Relationships	Value the Dignity and Worth of Every Person
Self-Determination	Purposeful Expression of Feelings	Non-Judgmental
Acceptance	Integrity	Competence

Where do Social Workers fit in?

Social Workers as Social Emotional Leaders in a Multi-Tiered System of Support (MTSS)

Helping to **build the capacity** of the entire building to support social/emotional needs

Facilitate
Tier 3

Coordinate
Tier 2

Consult
Tier 1

Teachers and Teams (SAT, PBIS, CIS) are Critical to Success

A common misperception is that these strategies will "fix" the student and the classroom teacher does not need to be an active participant since "specialists" or outside staff are often involved in the intervention – it is important to stress that these interventions will require high level of involvement among ALL staff within the school building.
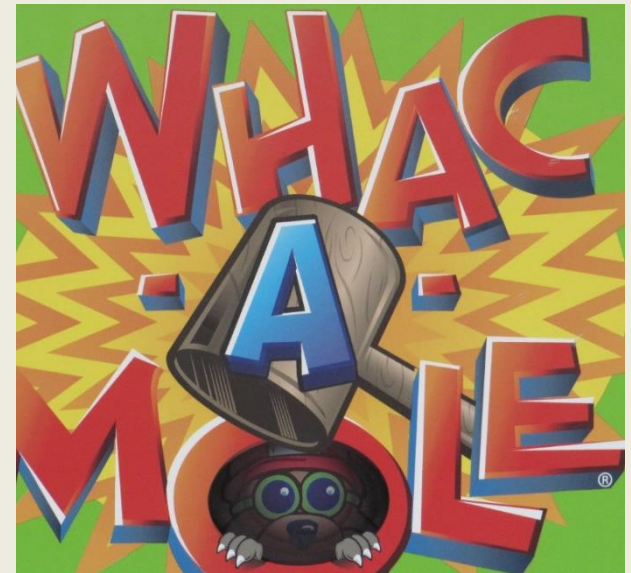
(Lewis, 2009)

This is the asterisk when hiring a social worker.

Social Worker <u>Without</u> a Multi-Tier System of Support

- **Any** student gets sent to the Social Worker at **any** time for **any** issue

- **Subjective vs. Data Driven** Decisions

    - "How do you think Billy is doing?"
    - No progress monitoring

- Leads to burn-out
    - Am I making a difference?
- No real plan
    - New day, same problems

Positive Behavior Interventions and Supports

Tier 1 Supports (Consult)

- Identify and Teach SW Expectations
- Feedback and Acknowledgment
- Consistent Consequences
- Classroom Procedures
- Bully Prevention
- Parent Engagement
- Collection and Use of Data
- Team Meetings

Tier 2 Supports (Coordinate)

- Check-In/Checkout
- Mentoring
- Self-Monitoring
- Targeted Social Skills Training
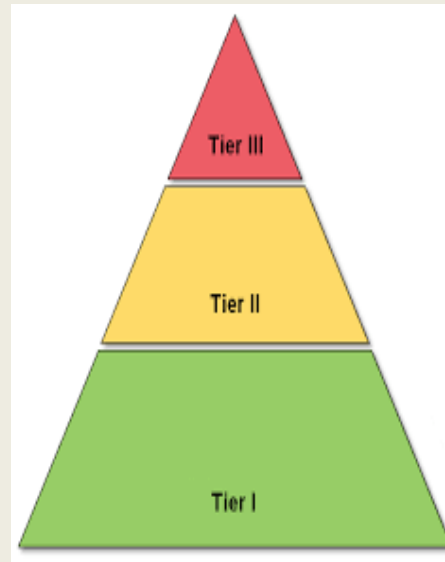
Tier 3 Supports (Facilitate)

- Wraparound/Person-Centered Support
- Functional Behavioral Assessments
- Crisis Prevention and Interventions
- Individual Therapy

Tier III
Tier II
Tier I

The WV Dept of Ed recommends implementing positive discipline approaches to minimize student disciplinary involvement and use alternatives to suspension.

http://wvde.state.wv.us/research/reports2015.html

Social Worker's See the Bigger Picture

Systems Change- understands need for shared vision, collaborative communication, and structured planning and problem-solving using data to build capacity

MTSS- understands the need to integrate academic and behavior instruction delivered to all students in varying intensity based on need

PBIS- Understands the need of schools to decrease negative behavior to increase academic performance by using positive reinforcements

Principals of Behavior- Understands the need to apply basic behavior principals with consistency

Problem-Solving- Understands the need to stay solution focused and use evidence-based modalities to improve behaviors

Tier 1 – Consult Universal Supports

- All students in the school receive Tier 1 Supports
- 80% of students should be successful at Tier 1
- School-wide Expectations
- Recognition for Positive Behavior
- Acknowledgements and Feedback
- Discipline System
- Data Based Decisions
- Classroom Management
- Social Emotional Learning

Who/What Needs an Intervention?
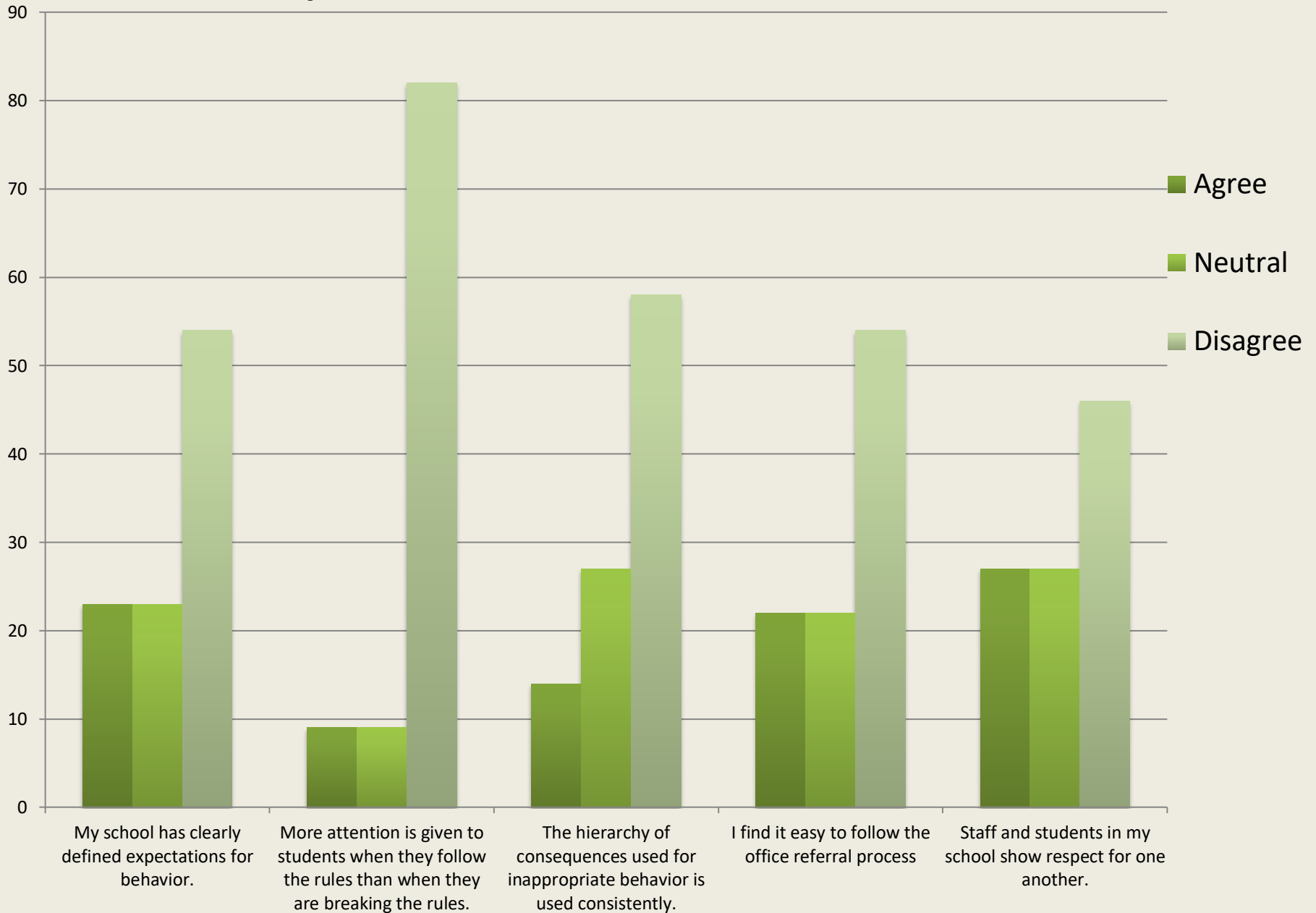
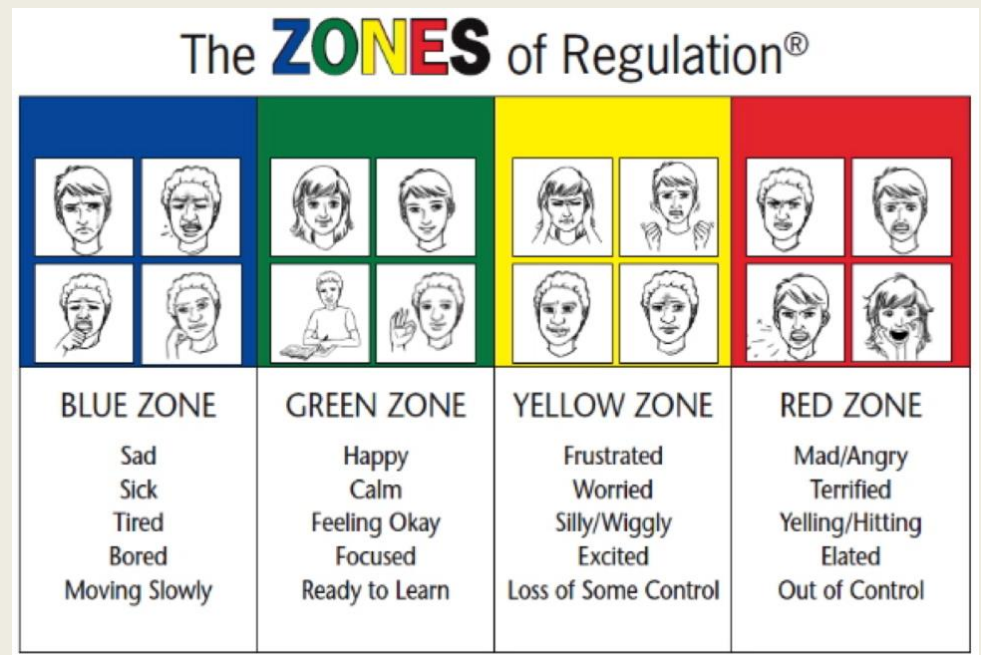# Universal Screening Data

Sample School
SRSS-IE Results
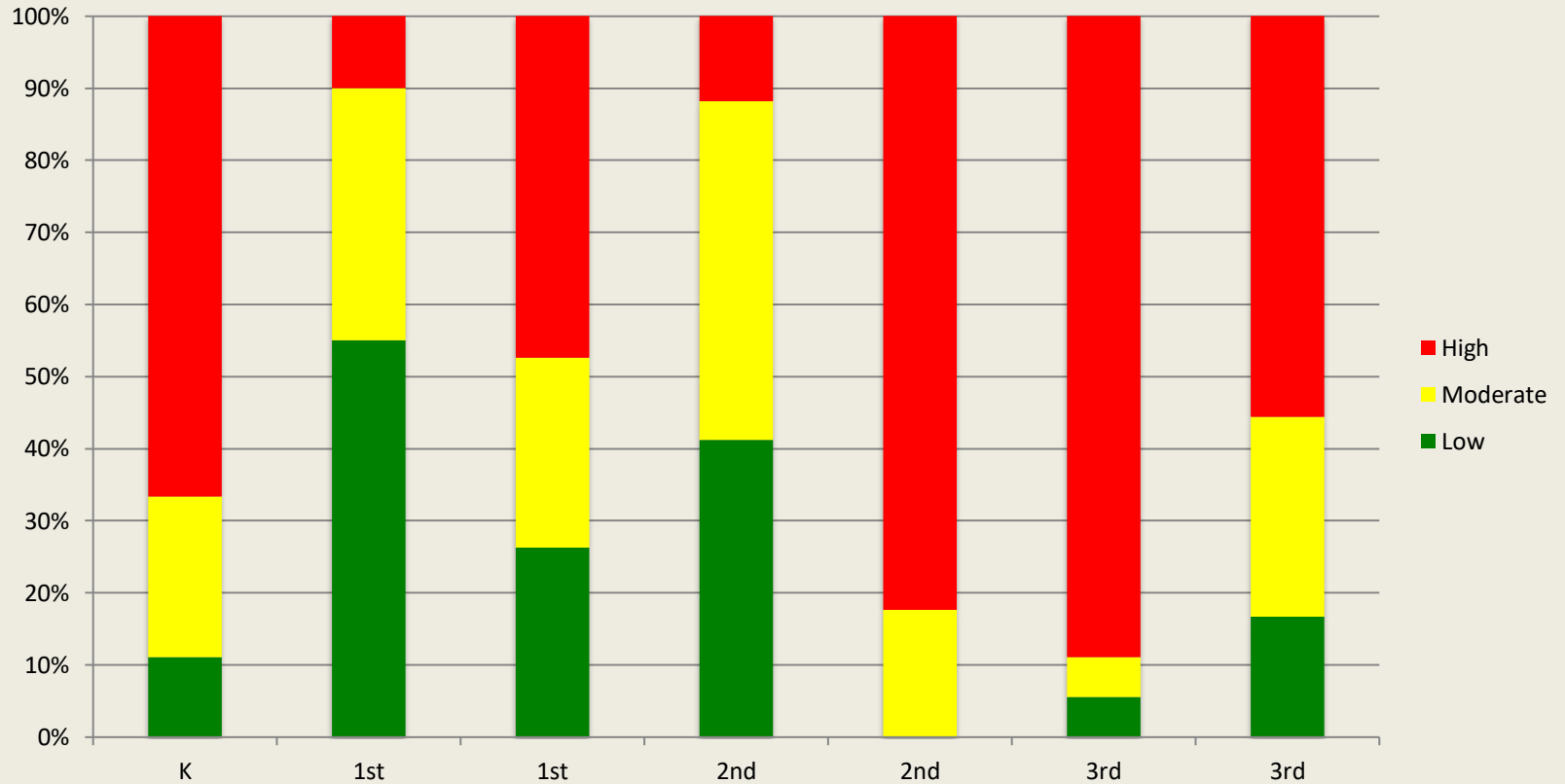
Where should the social worker focus?
Whole School? Groups? Individual?

Why is Self-Regulation Important?

Social Worker AKA "Co-Regulator"

- Increased learning

- Improved self-control

- Increased positive relationships

- Improved self-confidence

- Increased engagement

The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Yelling/Hitting
Bored	Focused	Excited	Elated
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

If the limbic system is the accelorator and the prefrontal cortex the brake, then self-regulation is the dashboard indicator lights.

WHO YOU GONNA CALL?

Emotional Support Calls

"You've made this day a special day, by just your being you. There's no person in the whole world like you. And I like you just the way you are."

- Teacher calls Social Worker on a radio
- Usually for an upset, fidgety, or irritated child
- Social Worker co-regulates with the student in the classroom, if possible
- Social Worker logs support call as a tally
- Teacher logs support call on chart

Principal Support Calls

"ACCEPT CHALLENGES, SO THAT YOU MAY FEEL THE EXHILARATION OF VICTORY."

~ GEORGE S. PATTON

PersonalExcellence.co

- Teacher calls Principal on a radio
- Unsafe classroom environment due to child's behavior
- Principal may call Social Worker to assist in regulating the student
- Principal follows school discipline procedures
- Teacher completes Support Call Log

Teacher Name: # SUPPORT CALL LOG   **Month:**

NAME	DATE	TIME	What was the cause of the behavior?	What activity was the student engaged in?	What did the behavior look and sound like?	Teacher Notes:	Parent Contact:
EXAMPLES:	11/1/17	9:05	Obtain peer attention, obtain adult attention, obtain items/activities, avoid peers, avoid adult, avoid task	Whole group instruction, small group instruction, individual work, group work, alone, 1-on-1 instruction, transition, hallway, unstructured time	Student walked onto the carpet, threw himself onto the floor, began rolling around and singing, "I love Rock and Roll!"	I wasn't able to get the student to return to his seat. I moved the class to another area of the room and took the attention away.	Called home and talked to mom.
BILLY	1-Nov	12:15	AVOID TASK	WHOLE GROUP INSTRUCTION/ INDEPENDENT WORK	yelling, crawling under desk and chairs, pulling students chairs out, building fort with chairs-running and jumping over	Student would not listen and continued interrupting class with his behavior	Called mom and she decided to pick him up early
Billy	9-Nov	3:00	AVOID ADULT	Unstructured/Pack-Up	out of seat, rolling around on floor, throwing crayons, told to clip down, screamed and cried, rolling and kicking on floor, knocked over chairs	Did not want to go home at the end of the day in fear of punishment for today's behavior	Mom came to classroom at pick-up
Billy	8-Nov	10:00	Avoid Task	Returning from Library	Told to clip down for slamming the door, got his clip and threw it across the room, started screaming and took shoes off and threw them	Called for Mrs. Hendershot and she calmed him down, helped get shoes on, asked for some work and he stayed with her for 30 minutes	Spoke to dad about Billy needing to make "good choices"

Teacher's Initials: ████████ nitials: **Mrs. Hendershot's Initials:**

Return to Mrs. Hendershot the first Friday of every month. If you did not call support write "0" and intial the bottom.

Restorative Practices

Address and discuss the needs of the school community

Build healthy relationships between staff and students

Reduce, prevent, and improve harmful behavior

Repair harm and restore positive relationships

Resolve conflict, hold individuals and groups accountable

Well-Being Checks

As-Requested

- Staff notices a change in child's appearance, mood and/or behavior

- Student mentions something to teacher or another student that is worrisome

- Social Worker meets with child and assesses needs

- Put the child at ease by coloring, doing a puzzle or playing with playdoh

- Follow-Up with teacher while maintaining confidentiality
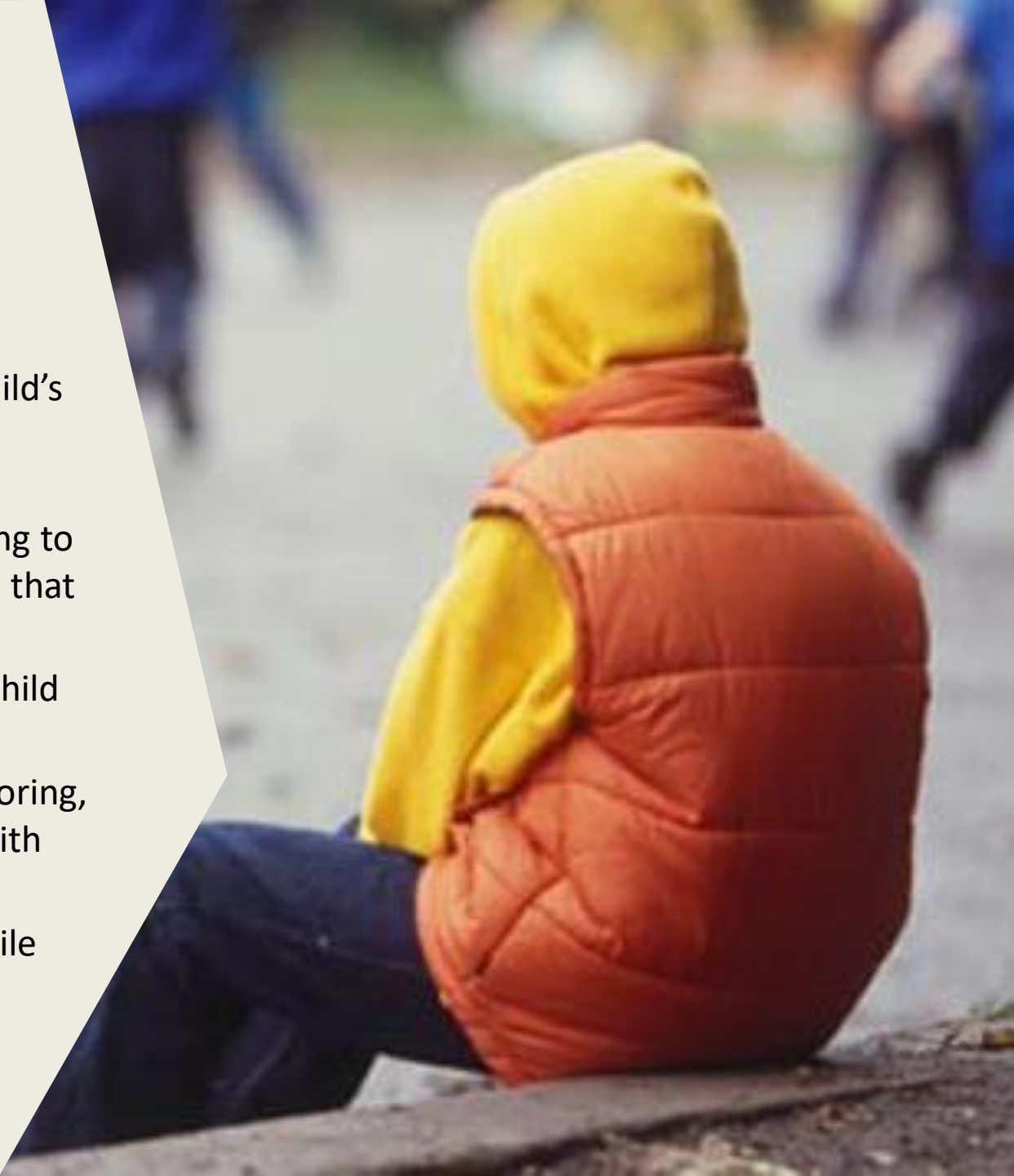
Classroom Observations

- Requested- Teacher continues to have trouble with students
- Unrequested- Walk-through of classrooms to observe students' behaviors and monitor BIP implementation
- Participate in classroom activities and assist teachers during a lesson
- Makes being in the classroom normal and better able to see true behaviors

Social Workers Support Teachers

- Encouragement

- Unconditional + Regard

- Empathy

- Problem solving

- Crisis management

- Conflict Mediation

- Motivational Interviewing

BUILD POSITIVE SCHOOL CLIMATE

- Asset Building Activities
- Connect with Community Partners for Event Planning
- Monthly Staff Luncheons
- Staff Well-Being Activities
- Gratitude Notes
- Build School Spirit
- Matching T-Shirts
- "Our School is the Best" attitude

Tier 2-Coordinate Targeted Supports

- FBT – Function Based Thinking
- Small Groups
- Student Assistance Team Referral
- Check-In/Check-Out
  - Daily Behavior Report
- Classroom Management Support
- Assigned a School-Based Mentor
- Modified system of Acknowledgement and Feedback
- Family Engagement

Social Workers Use Function Based Thinking

- More effective disciplinary responses
- Earlier intervention can stop new onset behaviors from becoming entrenched
- Time savings for teachers and administrators due to reduced problem behaviors
- Using FBT as a precursor to FBA can make FBA process more efficient and accurate

Easy As:

1. Gather information
2. Develop a plan
3. Assess if the plan is working

Group Sessions

- Controlling Anger
- Social Resistance Skills Training
- Building Strong Relationships
- Self-Regulation
- Drug and Alcohol Prevention
- Coping with Stress

Check-In / Check-Out
Daily Progress Report

CHECK IN CHECK OUT POINT SHEET

Points Possible __36_
Points Received _____
%of Points _____
Goal Met _____

2 – Great Job!
1 – So, so
0 – Doesn't meet goal

Name: _____
Date: ____/_____/____

GOALS:

Target Behaviors						
POSITIVE PEER INTERACTIONS	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
EMOTIONAL RESPONSE IS APPROPRIATE FOR SITUATION	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
FOLLOWS DIRECTIONS	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Data-Based Decision Making

Monthly Check In/Check Out Data Summary

Student's Name | **Year** 2017

Target Behaviors 1. Kind to Others 2. Appropriate voice level for environment 3. Follows Directions First Time Given | **Goal** 75%

Data Entry Section

Date	Possible Points	Points Earned	Daily %
1/3/17	36	24	0.67
1/4/17	36	34	0.94
1/6/17	36	29	0.81
1/9/17	36	27	0.75
1/10/17	36	32	0.89
1/12/17	36	21	0.58
1/13/17	36	25	0.69
1/17/17	36	26	0.72
1/18/17	36	26	0.72
1/19/17	36	32	0.89
1/20/17	36	22	0.61
1/23/17	36	26	0.72
1/25/17	36	27	0.75
1/26/17	36	25	0.69
1/27/17	36	31	0.86
1/30/17	36	29	0.81
1/31/17	36	30	0.83

Monthly Percentage of Points Earned
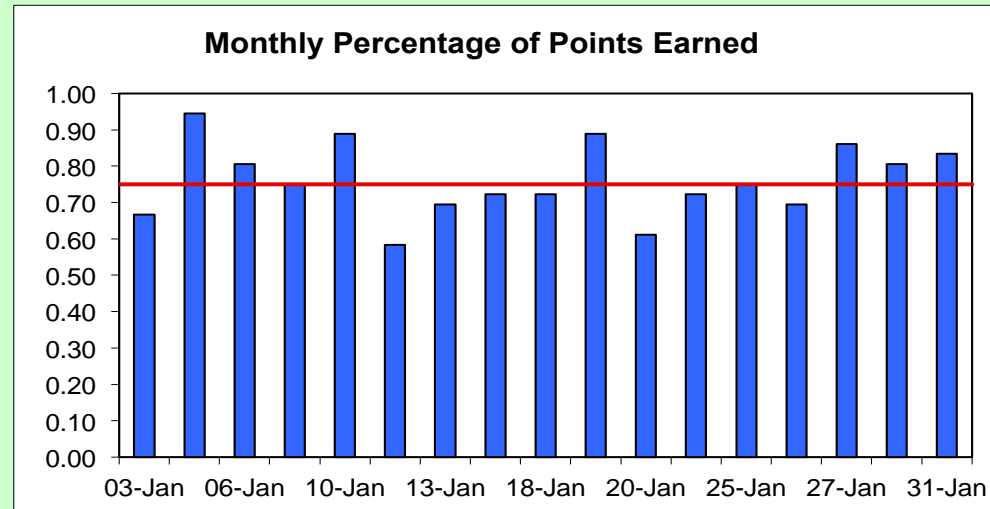
- Monthly Data is used to adjust goals, evaluate target behaviors and monitor progress during follow-up SAT meetings

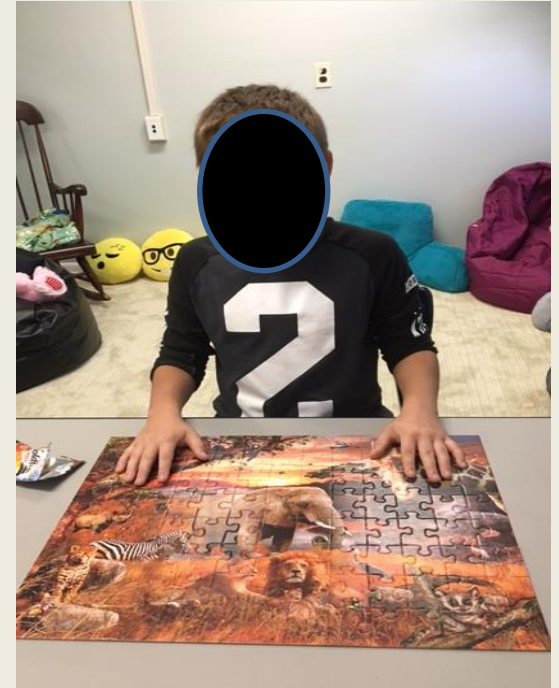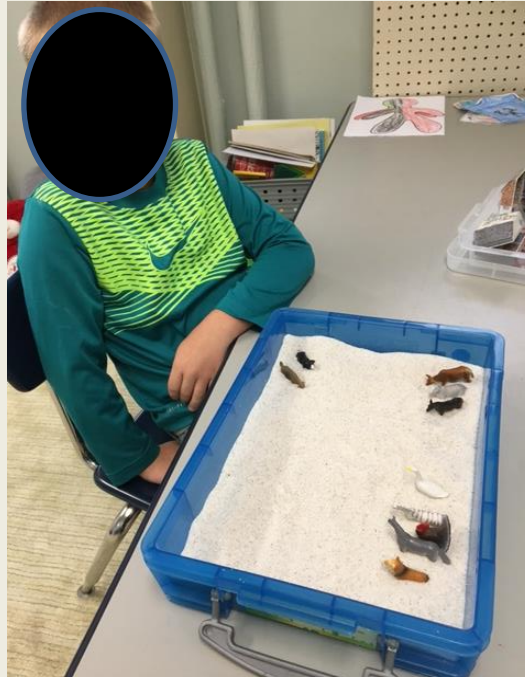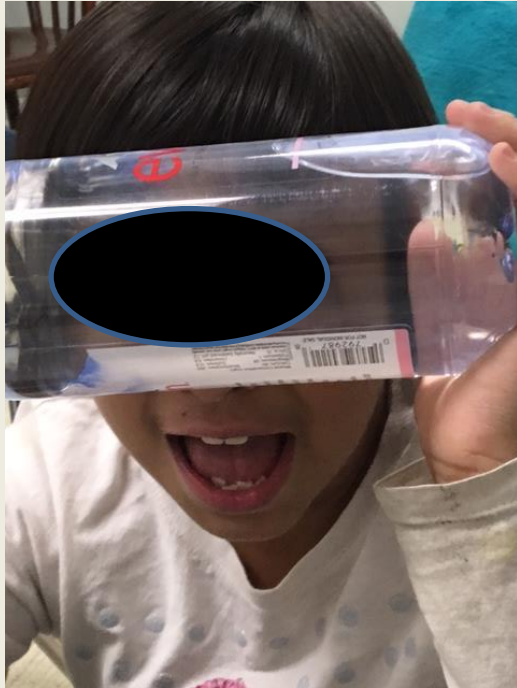- Contact our office for PBIS Trainings to meet your school's needs

Tier 3- Facilitate Individual Supports

- Wrap-around Services
- Formal FBA and BIP
- Family Involvement
- Needs Assessment
- School Based Therapy
- Individual Sessions
- Teacher Consults
- Juvenile Drug Court
- Suicidal Assessment

Individual Therapy Sessions

- Child-Centered Play Therapy
- Sand Tray Therapy
- Trauma Focused-CBT
- Bibliotherapy

*Social Worker needs to hold appropriate license
or be under LICSW supervision

Expressive Therapies

- Art Therapy
- Person Picking an Apple from a Tree (PPAT)
- Person Standing in the Rain
- Self-Portrait
- Family Portrait
- Guided Meditation
- Muscle Relaxation
- Yoga

Parent Contact -Relationship Building

- Home Visits
  - Never go alone
- Courageous Conversations
- Lunch Meetings
- Family Needs
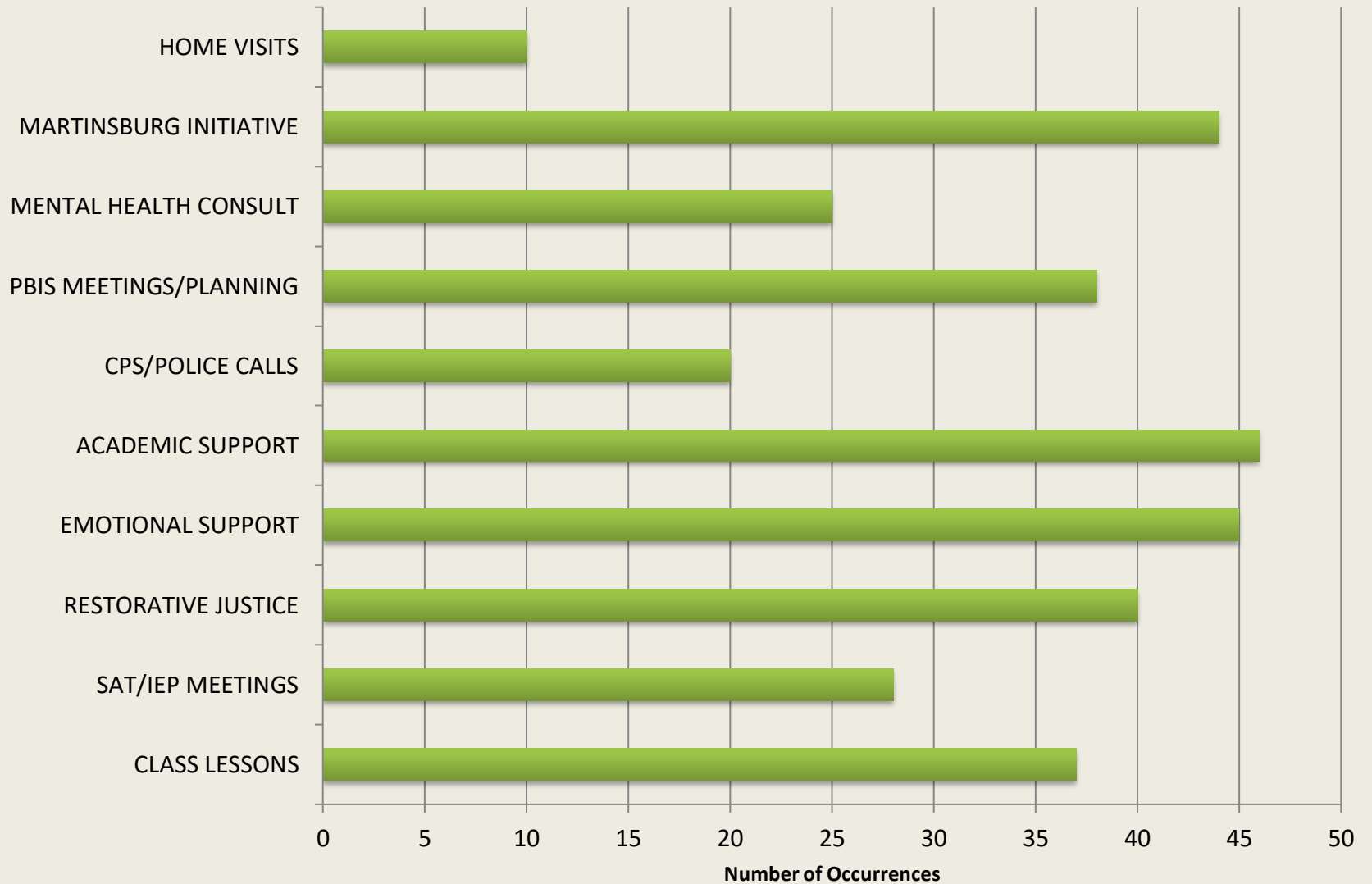 - Bed bugs
  - Food
  - Parental Depression

Community MH Consultation

- Release of Information HIPAA/FERPA
- Discuss Medication dosages and changes (LICSW)
- Where are the missing meds?
- No Show for appointments
- Collaborate on treatment goals
- Update on school progress and/or disciplinary action taken
- Coordinate transportation, if needed

Sample Social Work Data

Category	Number of Occurrences
WELL-BEING CHECKS	~58
GROUP SESSION	~70
INDIVIDUAL SESSION	~98
SUPPORT CALLS	~192
TEACHER CONSULTATION	~150
PARENT CONTACTS	~132
CLASS OBSERVATIONS	~130

Number of Occurrences

Sample Social Work Data

Category	Number of Occurrences
HOME VISITS	10
MARTINSBURG INITIATIVE	44
MENTAL HEALTH CONSULT	25
PBIS MEETINGS/PLANNING	38
CPS/POLICE CALLS	20
ACADEMIC SUPPORT	46
EMOTIONAL SUPPORT	45
RESTORATIVE JUSTICE	40
SAT/IEP MEETINGS	28
CLASS LESSONS	37

Number of Occurrences

Complication: Initiative Overload

o Trauma Informed
o Mental Health
o Restorative Practices
o Social Emotional Learning

➤ Popularity breeds fragmentation

➤ Potential for drift

➤ Potential for confusion

- Systems change is complex

- Multiple Definitions

- Multiple Interpretations

- Range of experiences

- especially in low fidelity settings

MidWest PBIS
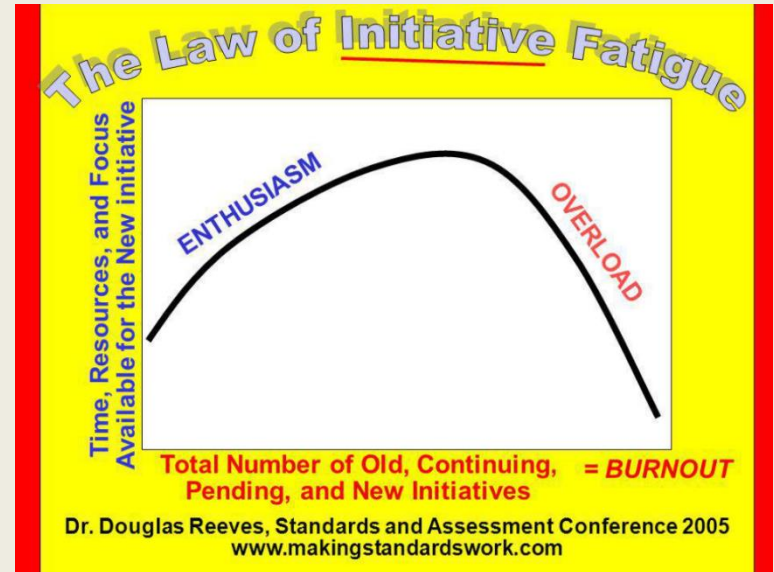
MTSS School-level Intervention Mapping Tool

- Provides an overall picture of existing social emotional behavioral related interventions or initiatives available to students in your building

- Determines the effectiveness, relevance, and fidelity for each

- Resource allocation

- Determines areas of redundancy

Contact our office for assistance in Aligning/Combining Initiatives

Interconnected Systems Framework (ISF)

	Intervention	Indicated Need	Facilitator	Entrance Criteria	% of student enrollment receiving intervention	% of students responding	Evidence Based	Fidelity Measurement
Tier 1	Social Emotional Behavioral Skills Curriculum	Increased social emotional behavioral instructional time	**Counselor**	None - all students	All	Time out of class reduced by 10%	Yes	Measured by weekly walkthroughs
	Classroom Community Circles	Increased sense of belonging and student voice in decision making	**Social Worker**	None - all students	All	Student Climate Survey increased by 13%	**No**	Measured by weekly walkthroughs
Tier 2	Check-in, Check-out	Low level behavioral needs Decision rules: • 2 major ODRs • 1 suspension • 5 nurse visits in 2 weeks	Resource Officer	• 1 suspension • 2 ODRs • Low elevation on screener	12% of student enrollment	74% of students responding	Yes	CICO - Fidelity Implementation Measure
	Problem Solving Skills Group	Anger Management, problem solving skills	Social Worker	• No response to CICO • Suspension for physical aggression • Teacher or family referral	5% of student enrollment	70% of students responding	Yes – reteaching skills from Tier 1	**None**
	Divorce Group	**Support for students of parental divorce**	Social Worker	• **Teacher or family referral**	1% of student enrollment	**Unknown**	**No**	**None**
	Trauma Informed Evidence Based Group	Prevent fight, flight, freeze response per risk indications in screening data	Community Clinician	• No response to CICO • Highly elevated on universal screener	2% of student enrollment	75% of students responding	Yes	Evidence Based Group Fidelity Tool
Tier 3	Wraparound	Students with needs across home-school-community	School Social Worker & Community Clinician	• No response to two Tier 2 interventions • At-risk for change in placement • Highly elevated on universal screener	2% of student enrollment	72% of students responding	Yes	Wraparound Integrity Tool

A Word about Confidentiality

Schools are one of the most difficult settings for social workers to maintain confidentiality.

Licensed Social Workers have a professional obligation to respect the privacy of our client according to the NASW Code of Ethics.

Ask the following questions when deciding to

share confidential information:

- "Why is it important that this information be shared?"
- "How will the student and the student's family benefit by a decision to share or not share information?"
- "Does sharing the confidential information outweigh maintaining confidentiality?"
- "What will be the effect on the student's learning?"
- Can I ask the family for permission to disclose the information?

www.socialworkers.org

Perceived Barriers According to Social Workers in WV Schools

- Grant Funded – Job Insecurity
- Lack of job specific Professional Development
- Lack of local association or organization
- Differentiate from counselors and psychologists
- Additional Pay for Licensure? (WVC §18A-4-4b)
  - $2,500 supplement
  - Code needs updated to include social work
- Supervisor isn't a social worker
  - Who provides clinical supervision?
  - Who teaches clinical skills?
  - Identify LICSW's in county to provide supervision

"You have as much power as you think you have."

- Create your own PowerPoints to provide PD to staff – I'll help you!

- Find the gaps and fill them!

- Schedule wellness activities, community events, mentoring opportunities, etc.

- Don't wait for someone else. You are the "someone."

- Reach out to colleges for interns to help grow school social work

- Ask teachers what they need and be their advocate

We need the greatest, most evidence-based <u>tool</u> for changing a student's behavior to be at their best!

We Are...Here for You!

Trainings offered by our office:
www.marshall.edu/wvbmhtac

Introducing:
West Virginia School Social Workers Professional Learning Community

To become a member, you must: 1. Have a degree in Social Work 2. Enter WV schools as a part of your job responsibilities

Benefits of Joining:

- Feel more COMPETENT with improved skills and knowledge through
  - o collaborative study
  - o professional development trainings
  - o professional dialogue specific to education settings
- CONNECT to other social workers with similar daily experiences
- Feel EMPOWERED to be an agent for positive change in your county

JOIN US!

https://www.facebook.com/groups/wvssw/

Our goal is to build Social Workers competence so you can present these trainings to your own schools!
www.marshall.edu/bmhtac

We will also be offering a variety of trainings on the Facebook Group at the members' request!

I can't wait to see you there!

My e-mail is:
hendershot6@marshall.edu

West Virginia
Behavior/Mental Health
Technical Assistance Center

Trainings We Offer:

- Positive Behavioral Interventions & Supports
- Trauma and ACE's
- Resiliency and Self-Care
- Classroom Management
- Check-In/Check-Out
- Social Emotional Learning
- Compassion Fatigue
- FBA/BIP Guidance
  More Coming Soon!

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WV ACEs Coalition (2018 Article: Stumbling Blocks or Stepping Stones) https://www.wvaces.org/

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