



Individual Engagement, Assessment, and Intervention Skills

Referral, Assessment, Treatment Approaches

Agenda

Referrals

Practical application of gathering information

Assessment

Solution-Focused Therapy in the Schools

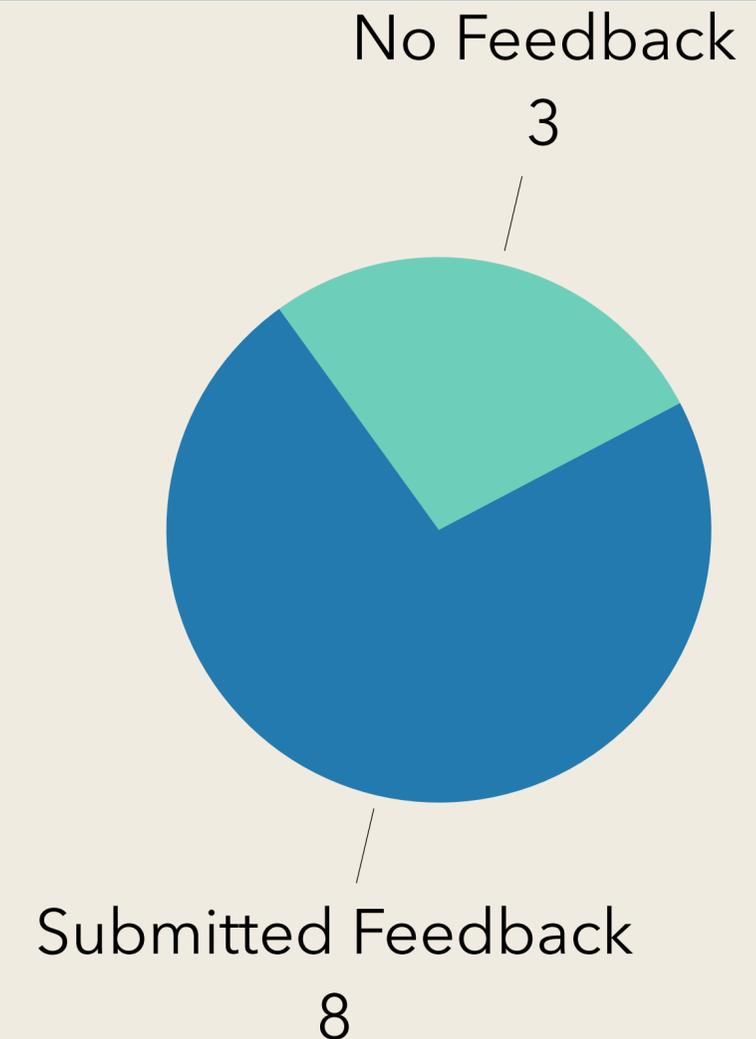
Learning Objectives

- Explain the stages of school-based intervention (referral, engagement, assessment, and intervention)
- Analyze culturally relevant adaptations of evidence-based interventions using case study material, with attention to feasibility and ethical considerations in school-based practice.
- Apply engagement and assessment skills in simulated activities, including role-plays of referral discussions and initial solution-focused sessions with students.



Midcourse Feedback

SOWK 587 - 0 - Social Work in Schools



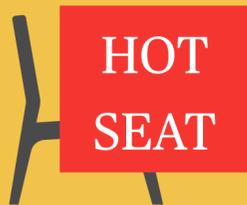
Positive

- Engaging, Practice-Oriented Teaching
- Accessible Textbook & Readings
- Clear Course Structure & Materials

Constructive

- Reading Volume & Comprehension
- Assignment Clarity & Early Review
- Desire for Deeper Practice-Level Content





Referral Pitch

Working groups of three or four, make a pitch for a student to be referred to social work services. It could be a real case or a fictional one.

DYNAMIC PRACTICE

Referrals

- What do your schools do for referrals for services?
- What do you see function well or not work?
- In referral meetings, what information is generally shared?



Clinical Case Study

CBT for depression in a Puerto Rican adolescent

Read the case study and discuss the following with a partner:

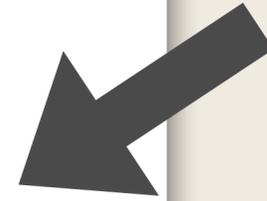
- What stood out to you about the way CBT was adapted?
- What are the implications of this study for school-based mental health interventions?
- What ethical considerations are important when designing culturally adapted interventions?



Graphic generated using ChatGPT



Pediatric Symptom Checklist Youth Report (Y-PSC)



Pediatric Symptom Checklist - Youth Report (Y-PSC) Patient Name _____
 Please mark under the heading that best fits you: Date of Birth _____

	Never	Sometimes	Often
1. Complain of aches or pains.....	_____	_____	_____
2. Spend more time alone.....	_____	_____	_____
3. Tire easily, little energy.....	_____	_____	_____
4. Fidgety, unable to sit still.....	_____	_____	_____
5. Have trouble with teacher.....	_____	_____	_____
6. Less interested in school.....	_____	_____	_____
7. Act as if driven by motor.....	_____	_____	_____
8. Daydream too much.....	_____	_____	_____
9. Distract easily.....	_____	_____	_____
10. Are afraid of new situations.....	_____	_____	_____
11. Feel sad, unhappy.....	_____	_____	_____
12. Are irritable, angry.....	_____	_____	_____
13. Feel hopeless.....	_____	_____	_____
14. Have trouble concentrating.....	_____	_____	_____
15. Less interested in friends.....	_____	_____	_____
16. Fight with other children.....	_____	_____	_____
17. Absent from school.....	_____	_____	_____
18. School grades dropping.....	_____	_____	_____
19. Down on yourself.....	_____	_____	_____
20. Visit doctor with doctor finding nothing wrong.....	_____	_____	_____
21. Have trouble sleeping.....	_____	_____	_____
22. Worry a lot.....	_____	_____	_____
23. Want to be with parent more than before.....	_____	_____	_____
24. Feel that you are bad.....	_____	_____	_____
25. Take unnecessary risks.....	_____	_____	_____
26. Get hurt frequently.....	_____	_____	_____
27. Seem to be having less fun.....	_____	_____	_____
28. Act younger than children your age.....	_____	_____	_____
29. Do not listen to rules.....	_____	_____	_____
30. Do not show feelings.....	_____	_____	_____
31. Do not understand other people's feelings.....	_____	_____	_____
32. Tease others.....	_____	_____	_____
33. Blame others for your troubles.....	_____	_____	_____
34. Take things that do not belong to you.....	_____	_____	_____
35. Refuse to share.....	_____	_____	_____
Total Score _____			

Person Completing this Form _____

Use of Screening Tool & Facesheet

- Having a system and form helps keep the services we provide on track and to go through the planned change process.



Bridges Students Face Sheet

Name: _____ DOB: _____ Student ID: _____

Grade Level: _____ IEP Qualifications: _____

IEP Areas of service: _____

Medical Concerns: _____

Medications: _____

Diagnosis: _____

Other Notes: _____

Schedule for 2020-21 Trimester 1

Period	Class	Teacher
1 st		
2 nd		
3 rd		
4 th		
5 th		
6 th		

Guardians Information

Name	Role	Contact Info

Last Name

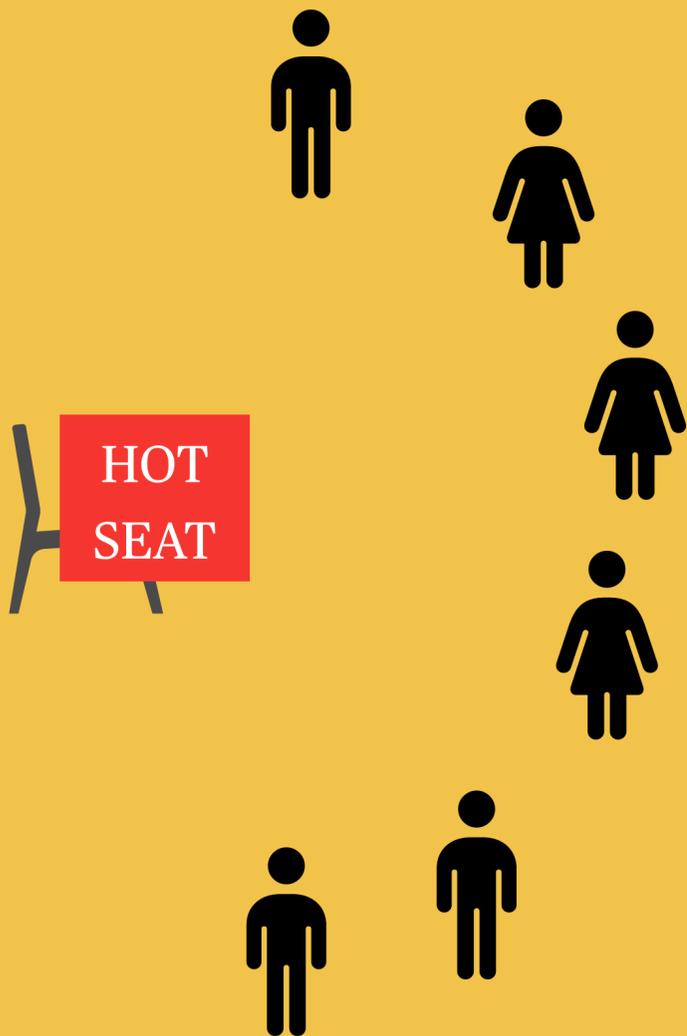
Collateral Information

Last Name

Name	Role	Contact	ROI (end)

- The young children's empathy measure
- Depression rating scale
- Behavior and emotional rating scale
- Children's cognitive assessment questionnaire
- Children's perceive self-control scale
- Child report of posttraumatic symptoms and parent report of posttraumatic symptoms
- Adolescent concerns evaluation
- Behavioral self-concept scale
- Behavior rating index for children's (BRIC)
- Childhood personality scale
- Children's cognitive assessment questionnaire
- Eyberg behavior inventory
- Family, friends, and self form
- Hare self-esteem scale
- Homework problem, checklist
- Index of peer relations
- Multi attitude, suicide, tendency scale
- Concern, overweight, and dieting scale
- Connor's teacher rating scale
- The young children's empathy measure
- Brown attention deficit disorder scales for children and adolescence
- Pediatric adverse childhood experiences and related life events
- CASEL SEL assessment guide
- The RAND education assessment finder
- Mental health screening and evaluation compendium
- Strengths and difficulties questionnaire
- Measuring violence related to attitudes, behaviors, and influence among youth
- Measuring bullying, victimization, perpetration, and bystander experiences
- Compendium of screening tools for early childhood, social-emotional development
- Social-emotional learning assessment measures for middle school youth
- California evidence base clearinghouse for child welfare
- Ohio scales
- Single system design analysis
- DSM five online assessment measures





Assessment Hot Seat

Working groups of three or four, have the group gather assessment data by putting peers in the hot seat to answer questions

DYNAMIC PRACTICE

Assessments

- What type of information might you need to gather to understand the needs of a student?



Solution-Focused Therapy in the Schools

The First Session

- Inquire into the child's life.
- Clarify problem behaviors (Why do you think you are here?).
- Ask relationship questions to see how others view the problem.
- Track exceptions to the problem.
- Scale the problem...
- Ask the miracle question to develop solutions.
- Take a session break to reflect, develop compliments and formulate tasks.
- Deliver compliments and tasks.

With a partner, take one of the examples of students used in discussing referral/assessment and role-play the first session.

