



SCHOOL SOCIAL WORK AT CITY GARDEN

A Review of the 2022–2023 School Year

By: Katherine Ingersoll, LMSW

A LITTLE ABOUT ME!

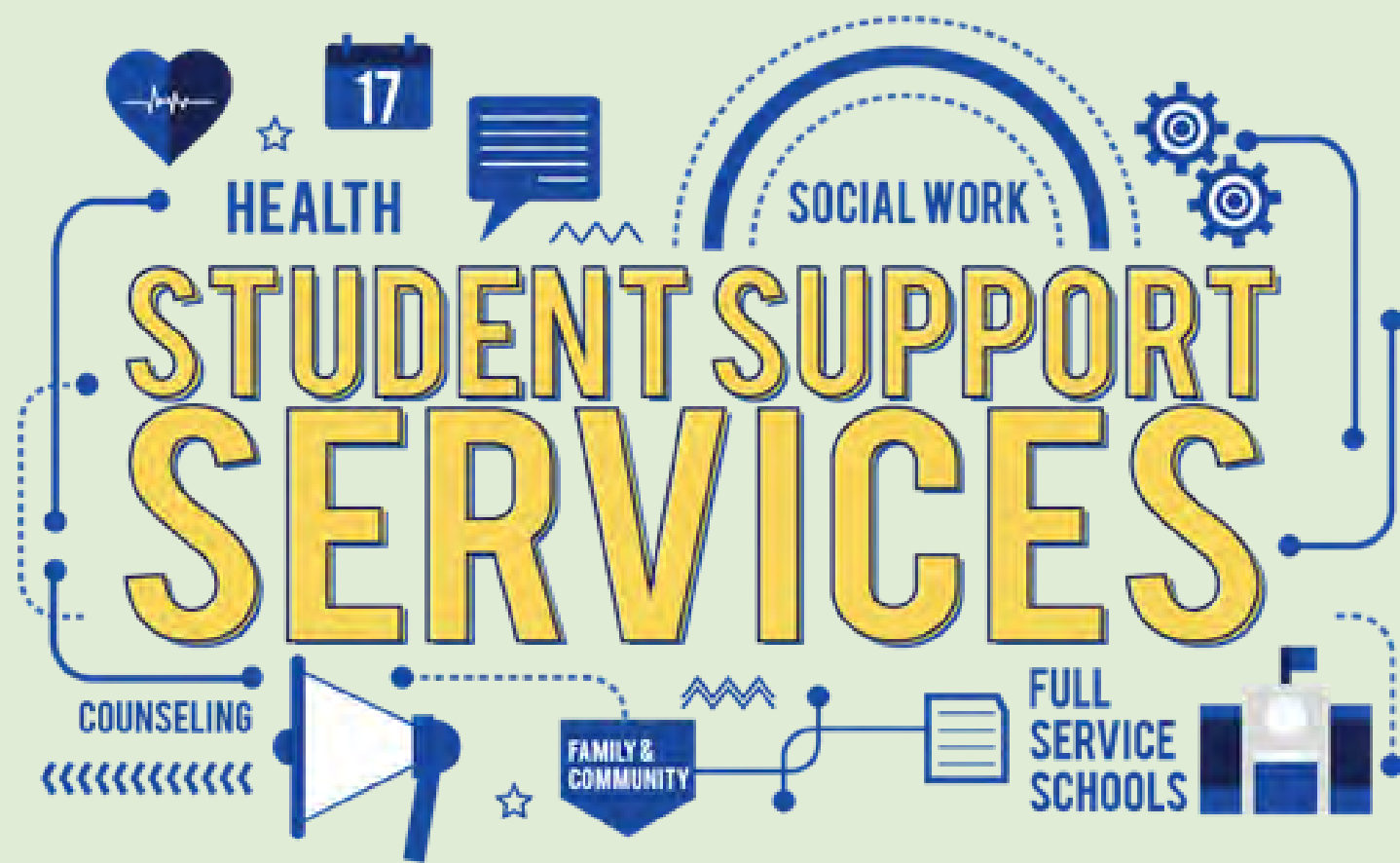


- School social work trained in School District of Clayton
- Have LMSW, working towards my LCSW
 - Undergoing professional supervision with Trecia Davis, LCSW
- Professional Learning Network
- On committees for SSWAM
- Excited to be apart of the CGMS community!

SSW AND FSC RESPONSIBILITIES

1. Provide therapy and individualized intervention support for students
2. Coordinate family and student resources and support
3. Engage with community partners and build relationships with those organizations
4. Develop an SEL curriculum and framework
5. Develop systems to address equity and inclusion of students
6. Growing a network of support and education for school social work

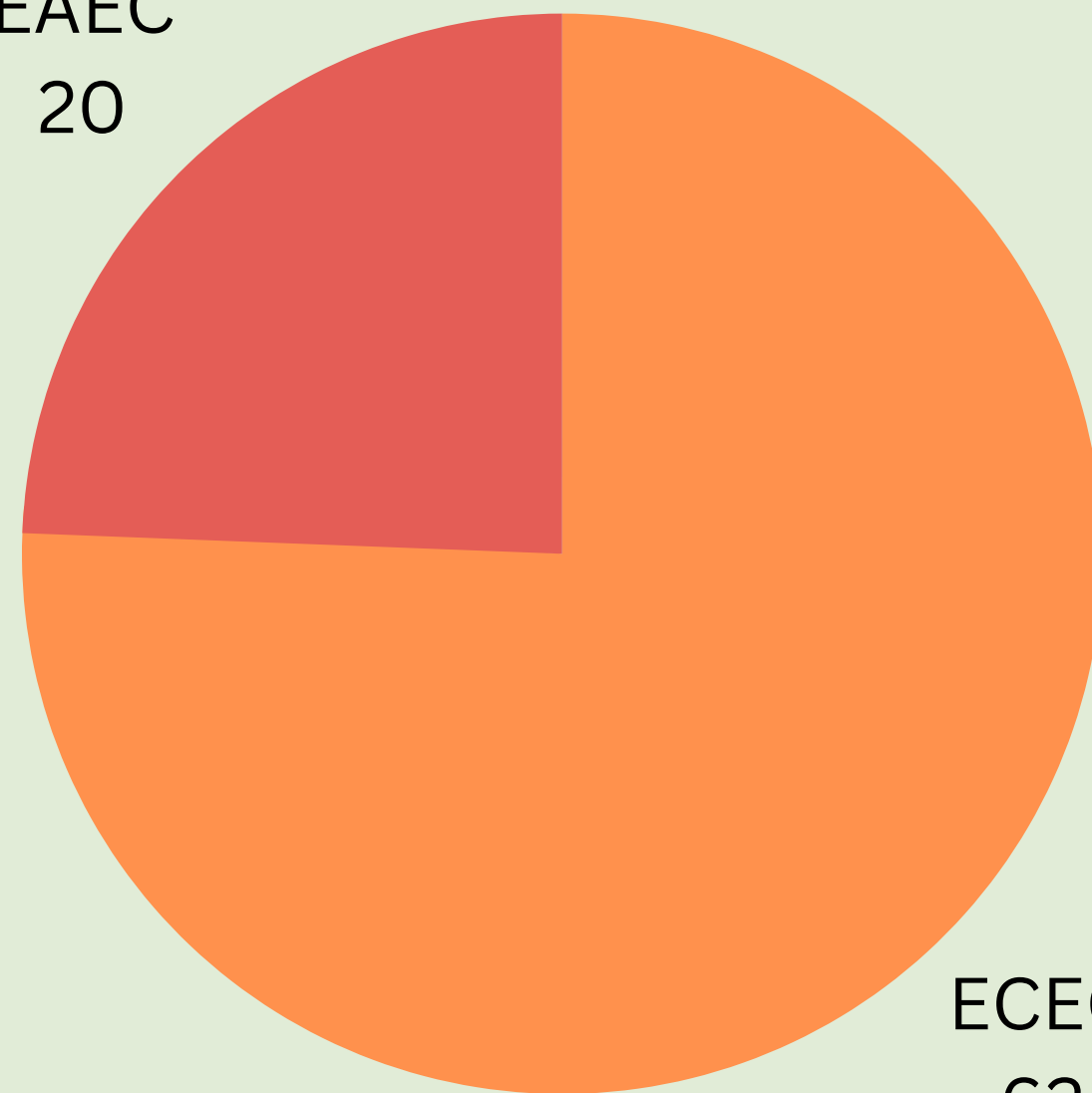
NEW SYSTEMS AT CITY GARDEN



- Student Support Team (ECEC) and Coordinated Care Process (EAEC)
- Referral form for all staff to complete when a child needs additional support (SEL, speech, academic, etc.)
- EAEC behavior sheet for behavior intervention plans
- Social work notes for all social workers at CG to track all that is done



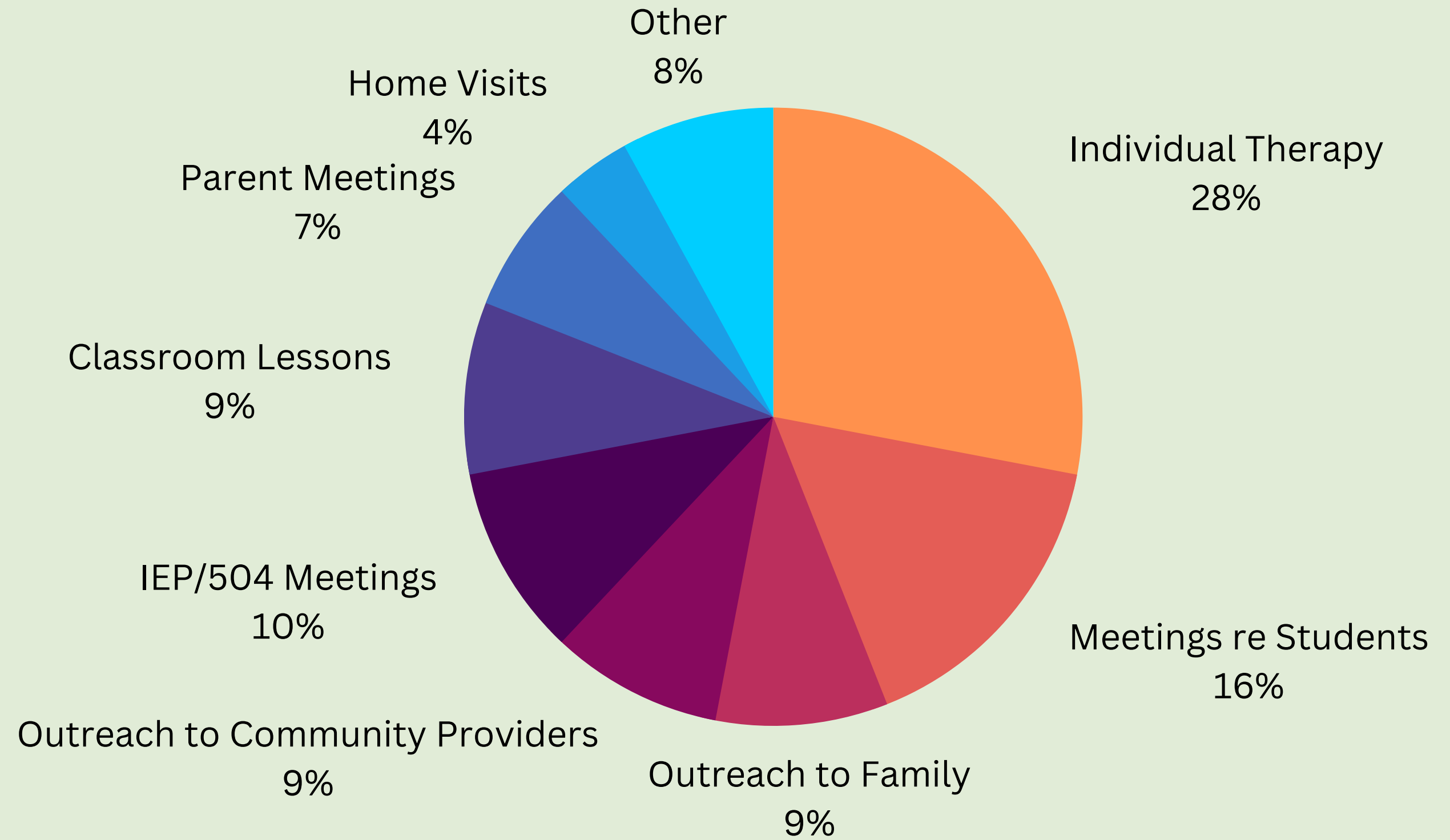
EAEC
20



ECEC
62

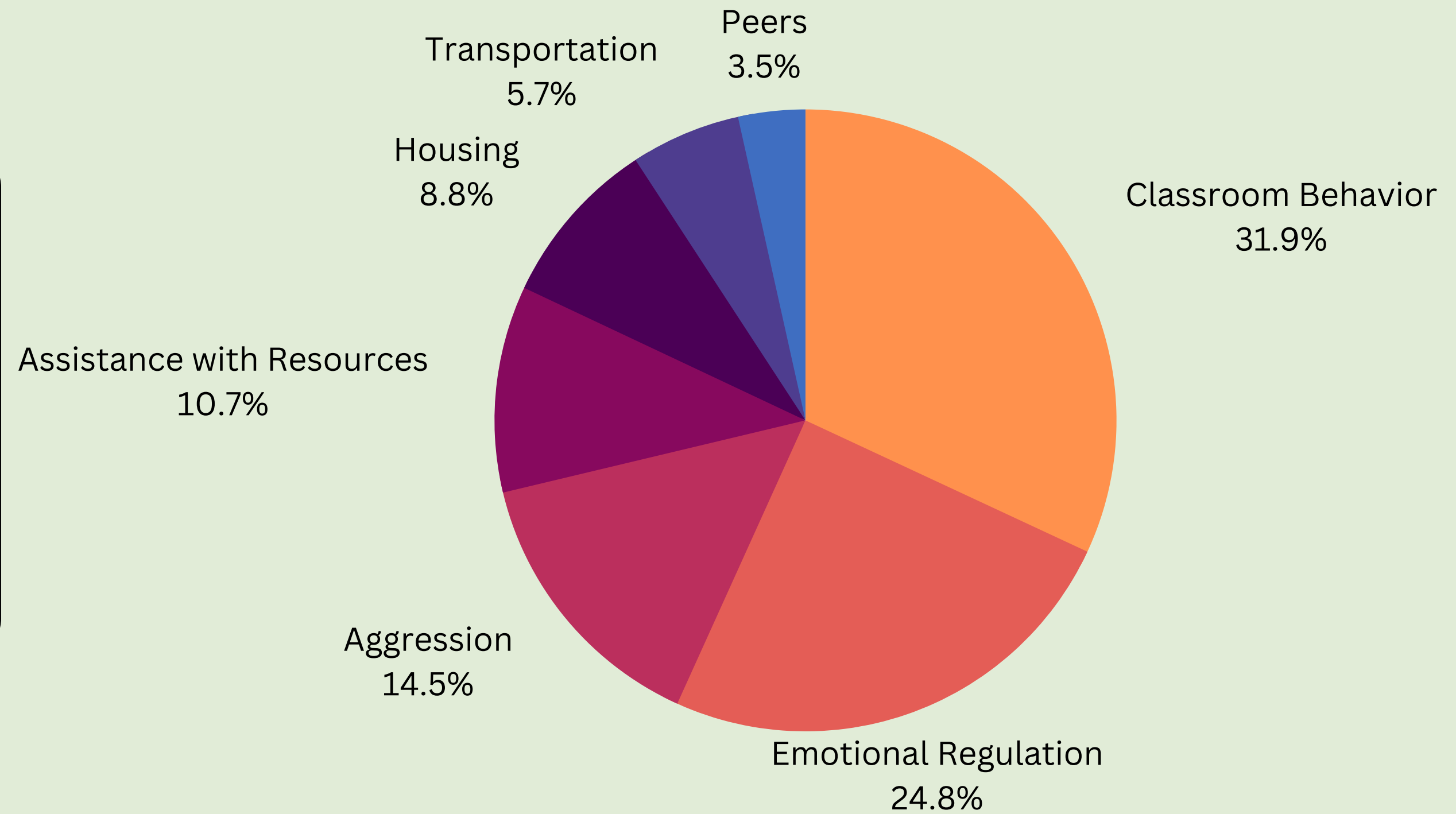
02

The Division of Time



03

Reasons for referral



INDIVIDUAL THERAPY



- 16 students weekly (not including crisis de-escalation students)
- 2 students in special education
- Modality -- CBT with a sprinkle of play therapy
- Most common goals are related to behavior modification and behavior reduction

EXAMPLES OF WORKSHEETS

COLORS IN THE HOME

How much of these things are in your home?

Use the key to color how much of these can be found in the place you call home.

Use the blank spaces to come up with your own!

© 2020 Myieprints LLC. All Rights Reserved.
For more resources visit www.myieprints.com/

I Can Show Kindness!

Name: _____ Date: _____

Let someone else go first	Give a kind compliment	Say "good morning!"	Say "hi" to someone	Tell someone "thank you"
Share with someone else	Offer to help someone out	Invite someone to join you	Give someone a high-five	Write a compliment list about yourself
Ask someone how they are	Work with someone new	Hold the door open	Do an extra chore	Forgive someone for a mistake
Help clean up	Spend time with a friend	Write a kind note	Help someone having a tough day	Just listen to a friend

© 2017 Myieprints, 25 pages

HOW BIG IS MY PROBLEM?

TINY
Tiny problems are easily fixed or you can ignore them. Stay calm, things are okay.
--> Breaking a pencil, losing a game

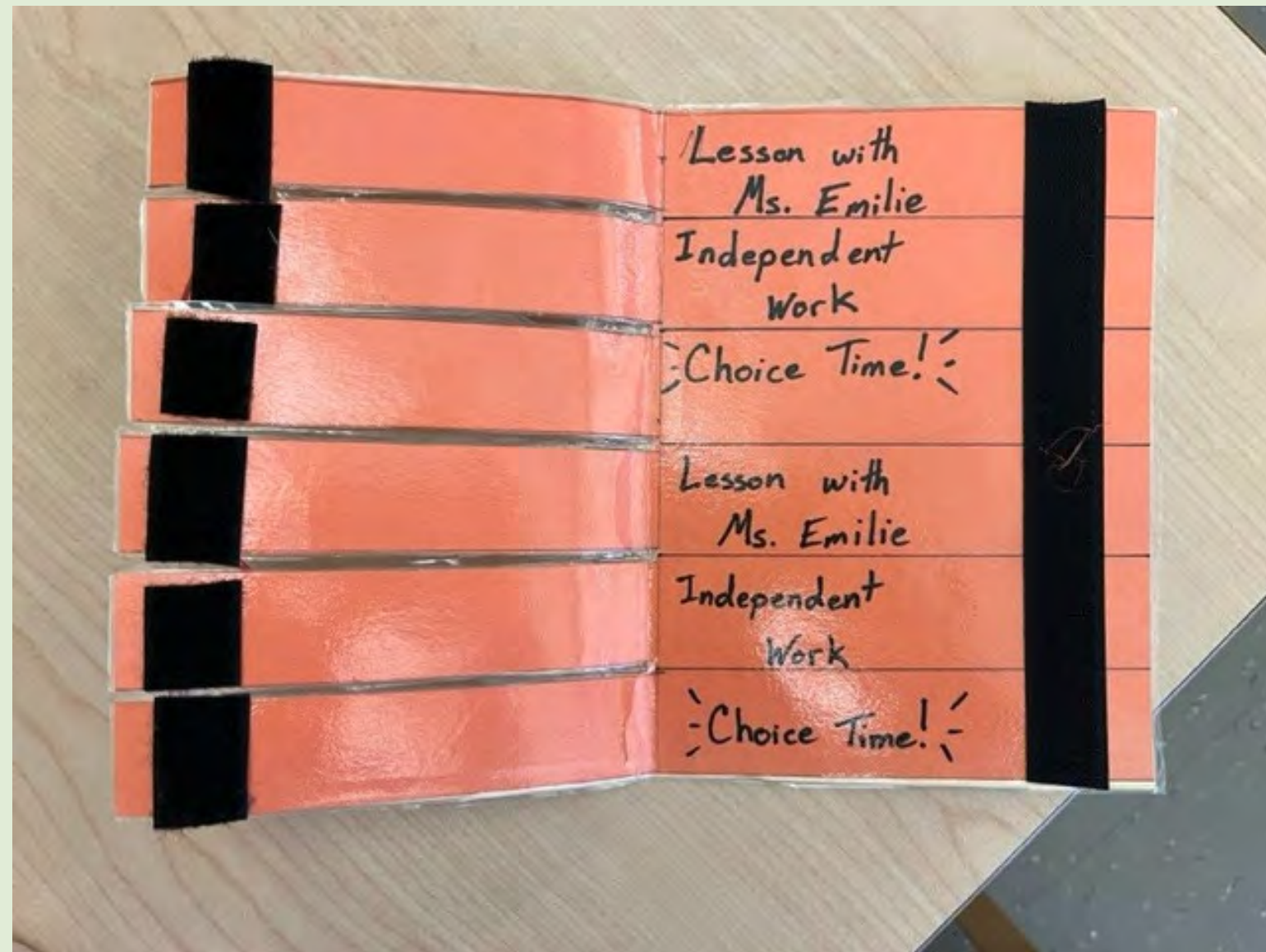
SMALL
Small problems are easily fixed on your own without an adult's help. No one is hurt and it lasts less than a day.
--> Forgetting homework, someone annoys you

MEDIUM
Medium problems might affect more than one person, could hurt feelings, and often needs a grown-up to help fix them.
--> Someone calls you names, pushes you, schoolwork is too hard

BIG
Big problems can't be solved alone. They may affect several people, last a long time, or be dangerous.
--> Someone hurting you, fell down & got hurt, lost in a store

EMERGENCY
Emergencies are very serious problems that can take a long time to fix, affect many people, and need immediate help.
--> Car accident, tornado, fire, pet dying

INDIVIDUAL CLASSROOM INTERVENTIONS



Work plan from K3 (Miss Emilie)



Break Sheet

INDIVIDUAL CLASSROOM INTERVENTIONS



Feelings Octopus



Work plans (system created by me, plans made pretty by Miss Celeste!)

INDIVIDUAL CLASSROOM INTERVENTIONS



Happy Octopus

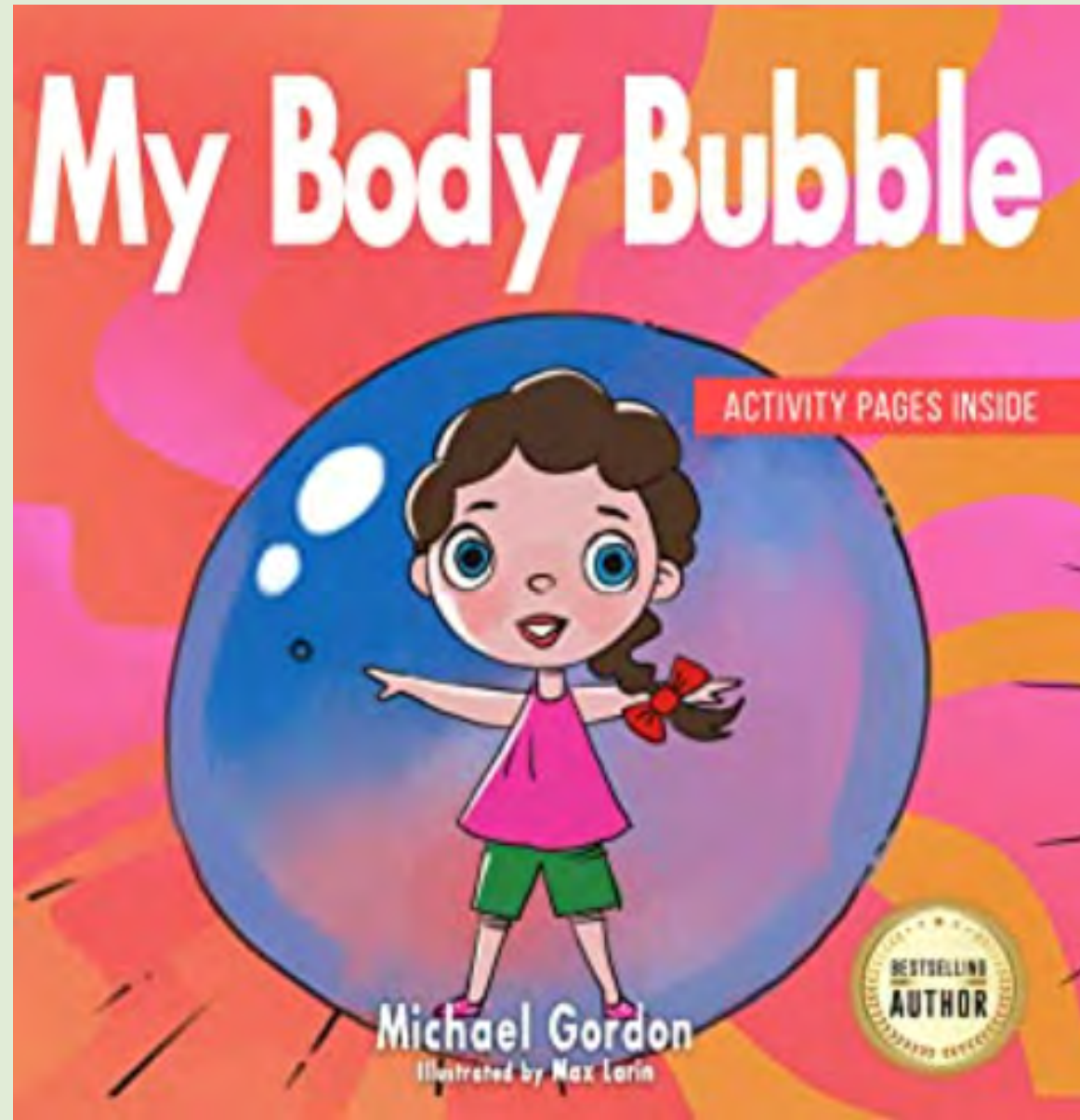


Mad Octopus



Kindergarten Sensory Break Boxes

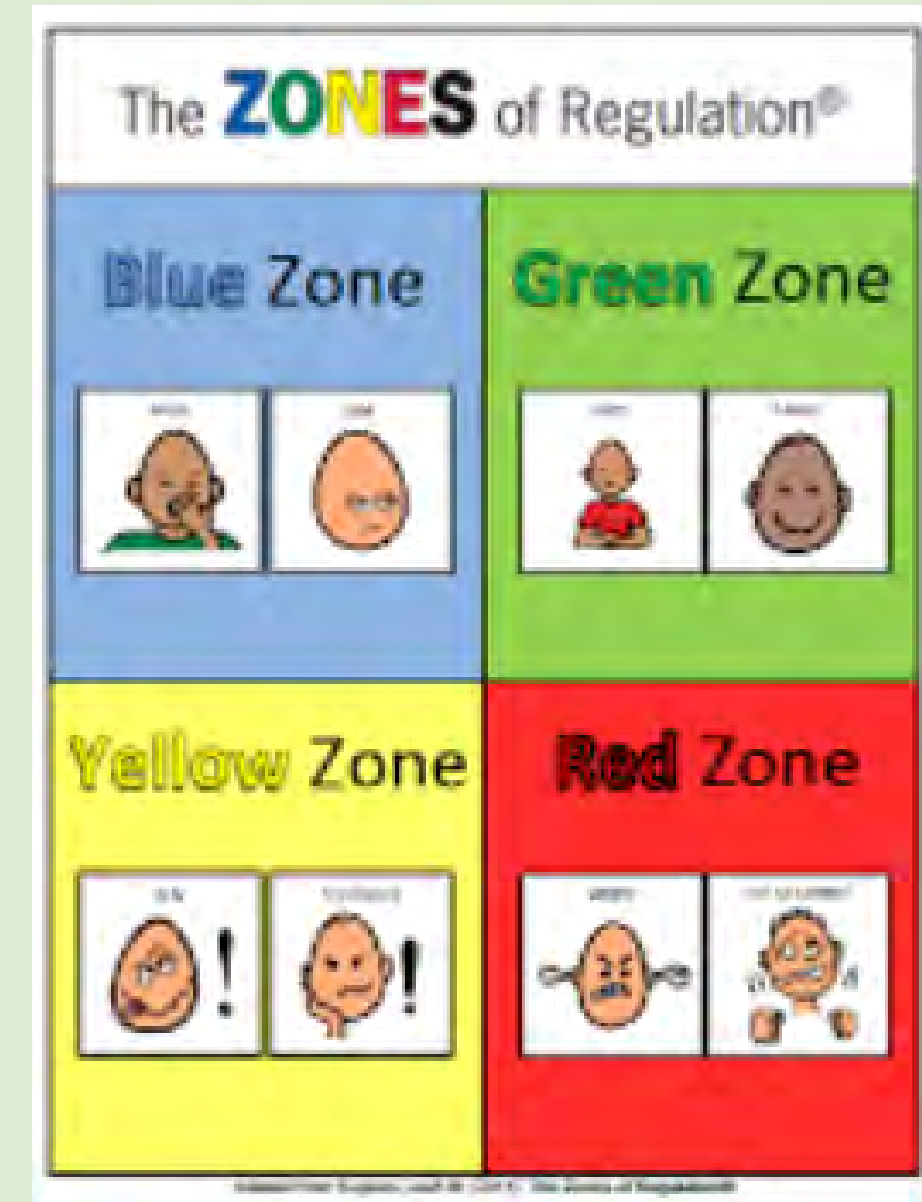
SEL CURRICULUM: CLASSROOM LESSONS



Safe Touch lessons



Thumbs Up /
Thumbs Down



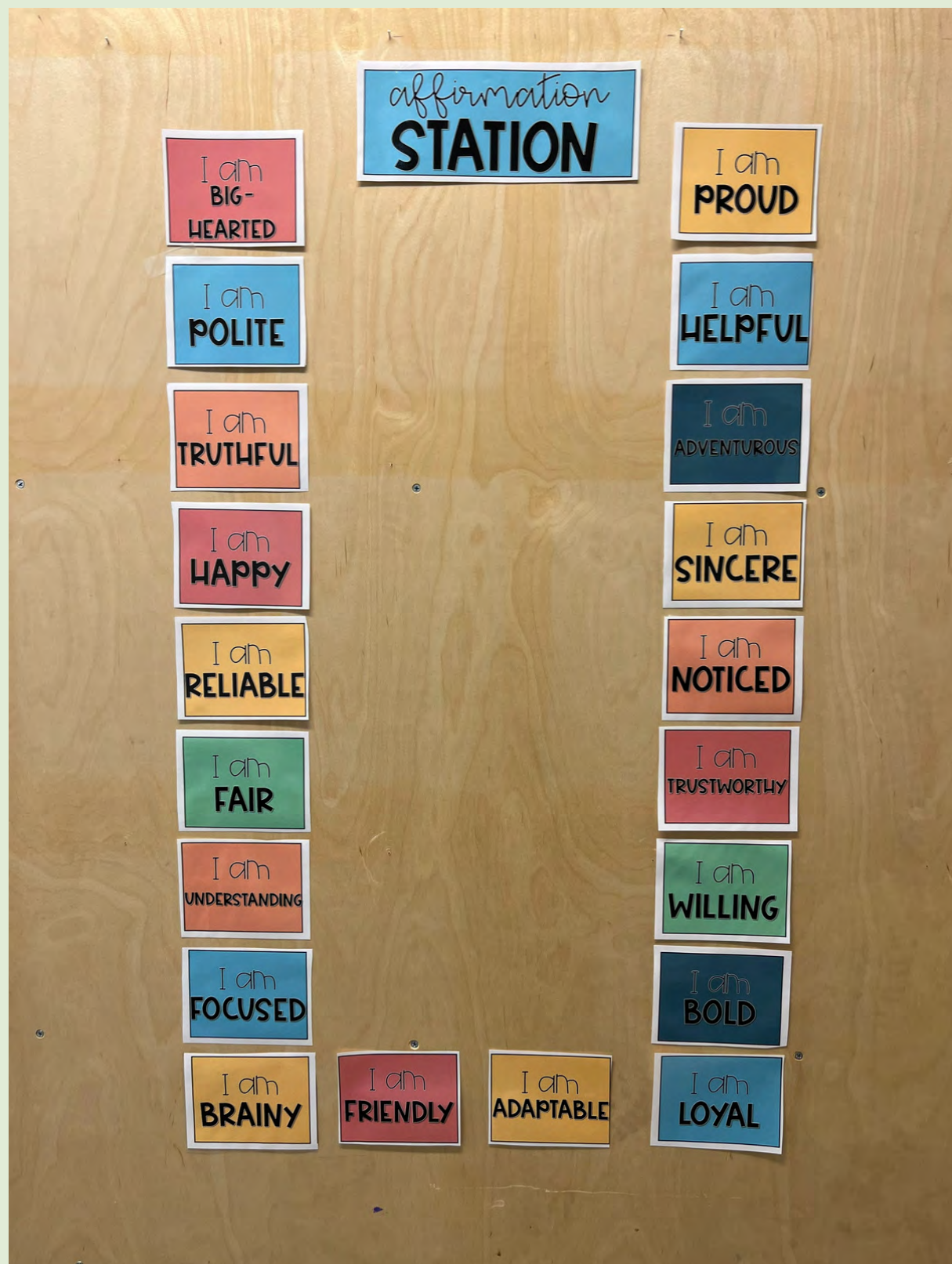
Zones of Regulation

SEL THROUGHOUT THE ECEC



Conscious Discipline Calming Center (donated with funds from Amy W. and K2!)

SEL THROUGHOUT THE ECEC



Affirmation Station



New rug for the sensory room

SEL CURRICULUM: PARENT ENGAGEMENT

The 5-4-3-2-1 Coping Technique

Ease your state of mind in stressful moments.



Social-Emotional Strategy Highlight

Small tips

- Listen actively and empathetically
- Meet the child at their level
- Make eye contact and offer a gentle touch if appropriate
- Repeat the child's words back to them for clarification
- Reflect the same tone as the child when calm
- Help the child name their feelings
- Talk about coping strategies and when the child can use them

Big Rules vs. Little Rules

"Some examples of big rules are: 'be safe,' 'be kind,' and 'take care of property.' Young children need help to learn what those big concepts actually mean, and they most certainly will need reminders along the way. So, when enforcing the rules, use the 'big rule, little rule' strategy.

Pair your big rule—"be kind," for example—with a specific little rule you want them to know: "Be kind. Use a quiet voice when others are sleeping". "Be safe. Walk inside." "Take care of our space. Put the puzzle back in the box when you are finished."

Make sure to keep the little rules framed in positive terms so children stay focused on what you want them to do instead of what you don't want them to do.

Adapted from <https://teachingwithaheart.com/blog/5-ways-support-social-emotional-development-in-children/>

FEEDING FAMILIES AT CG



- This food pantry was supplied by parents at the ECEC who donated items
- Items are given to those in need and brought on all home visits
- Dr. Harrell (EAEC reading specialist) has also started a backpack program for children grades 1-5 that is sponsored through her sorority and CHIPS

HOLIDAY SUPPORT 2022



Thank you, Cathy, for the office space!

2022

Thanksgiving

- 15 families, 32 children, 2 staff were the recipients of a turkey and two food boxes each
- Staff Thanksgiving lunch at ECEC

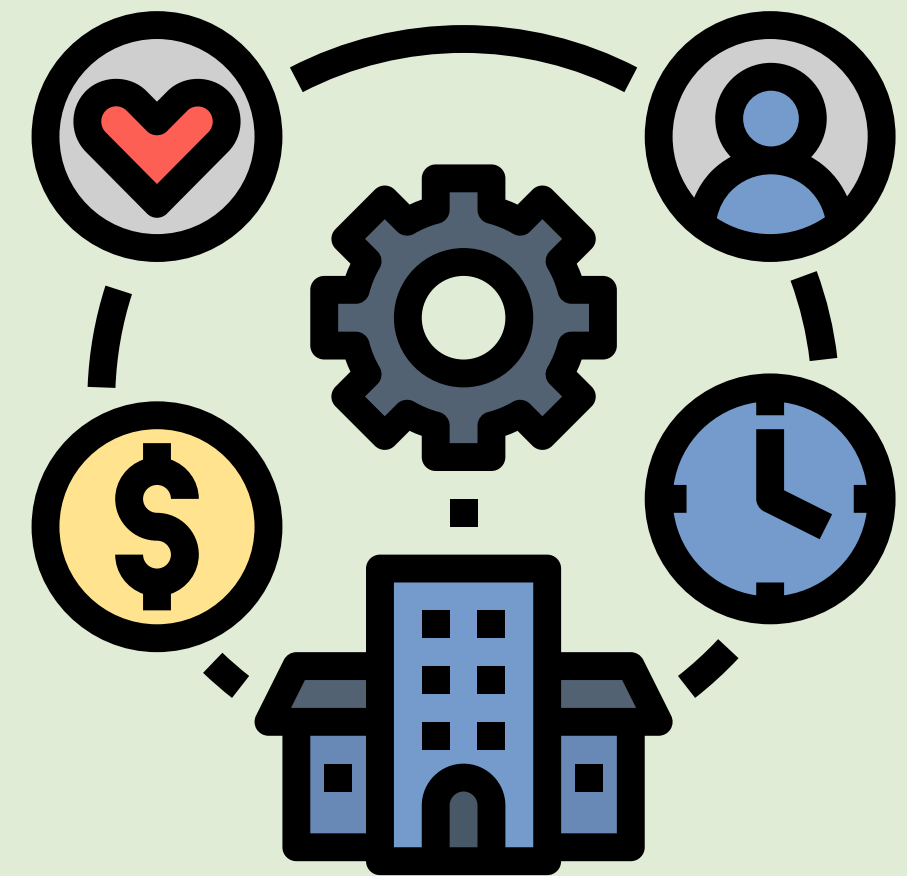
Christmas

- 9 families, including 15 children, received presents from a Christmas wish list supported by the CG community and partners (\$3,356 worth of gifts)
- 4 families, including 8 students, received a food box and \$250 gift card (from WashU)
- 5 families, including 11 children received Raising Cane's gift cards
- 10 families, including 19 children received two food baskets (Navigate STL)
- 5 families, including 15 children, received \$100 gift cards (set up by Dr. Harrell and CHIPS program)

With generous donations from community partners and parents, I was able to triple the amount of support from 2021.

RESOURCES GIVEN THIS YEAR

- Provide case management and wrap around support to 10 families
- Coordinated rental and utility assistance for 6 families
- Coordinated transportation assistance for 13 families
- Provided a microwave to 2 families
- Provided clothing to 15 families
- Provided food/hygiene/cleaning items to 10 families
- Provided mental health referrals to 20 families



MCKINNEY VENTO SUPPORT

- Official coordinator with DESE for migrant, foster care, and homeless children
- Transitioned 3 families from transitional housing to permanent housing
- Organized transportation for homeless families
- Continued partnership with Assist Services
- Provide case management and wrap around services for those families identifying as homeless
- Created professional development for both buildings

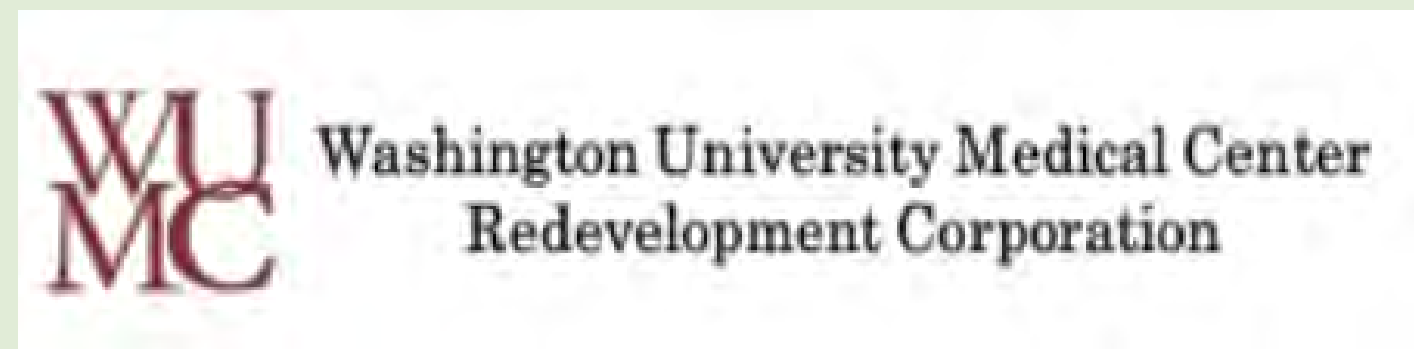


P.A.C. PARTNERSHIP



- Parent meetings:
 - February 13 – Managing Big Feelings in Small Humans
 - March 6 – Recreating school schedules during Spring Break
 - April 3 – Building a Network of Support
 - May 8 – Creating Mindfulness and Routine
- Snack Haven Proposal

COMMUNITY PARTNERS



WHAT'S NEXT?



- Identifying areas of growth for equity and inclusion
- Collecting data to ensure that our practices are as unbiased as possible
- Planning for future needs as City Garden grows
- Continuing to build SEL and support into the fabric of the school

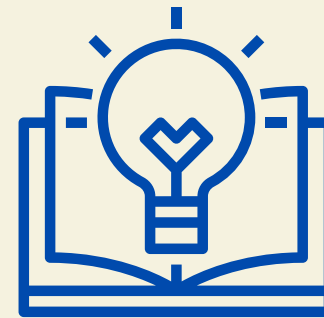
PROFESSIONAL DEVELOPMENT

SSWAM CONFERENCE



- CBT for child and adolescent anxiety
- Social emotional facilitation with trauma in mind

CONTINUING EDUCATION UNITS



- Child Maltreatment
- Ethics and Boundaries in Social Work

CLINICAL HOURS



- 1,612 hours of 3,200 hours
- Will take the LCSW exam in December of 2023

SPRING BREAK SUPPORT?



The goal would be to provide families with activities and a food basket during spring break. See here examples of what I did in Clayton.

Thank
You!

ANY QUESTIONS?