



# COVID-19 Health Crisis: Getting Through This Together, School Social Work in a Changing Landscape

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# Introduction

1. Impact of COVID-19 on us as mental health professionals
2. Ethical responsibilities in meeting the needs of students during this health crisis
3. Guidance related to mental health service delivery
4. Strategies for talking with families
5. Resources to support your practice





# Impact of COVID-19 on us as Mental Health Professionals

## How are we processing the current health crisis as mental health practitioners/professionals and as individuals?

- Check-in with ourselves - Acknowledge role of stress, anxiety and fears on thoughts
  - What is in our control?
  - What is out of our control?
- Shifting identity and embracing new service delivery strategies
- Social distancing does not equal emotional distancing
- Balancing staying informed with being intentional of our own needs for self-care <https://www.tenpercent.com/coronavirussanityguide>



# Ethical Considerations

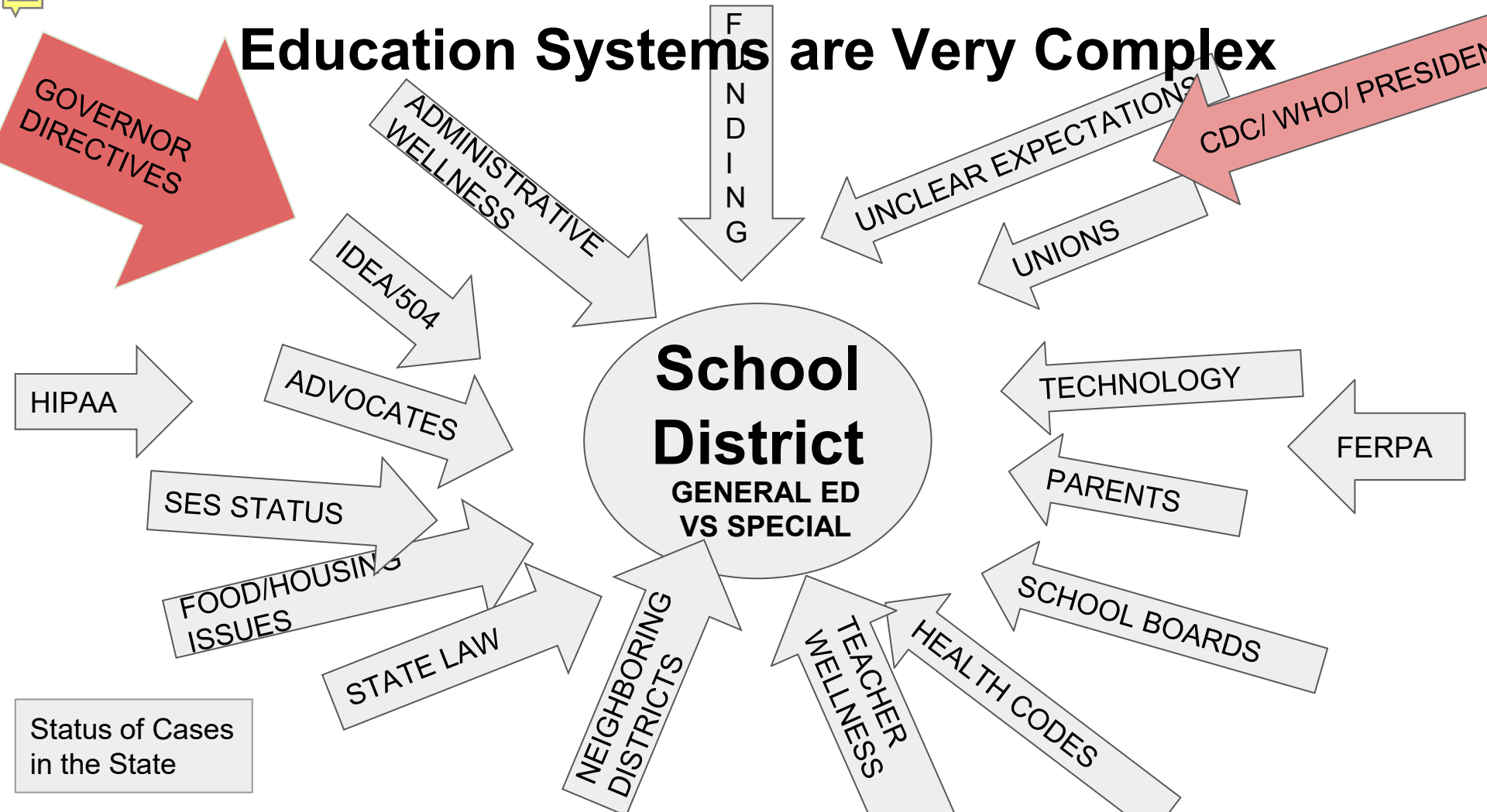


School Social Work Association of America  
Position Paper

**SSWAA Response to COVID-19 Health Crisis and  
the Role of School Social Workers**

- Stay safe and practice good healthy habits and self-care.
- Identify what your state and school district's policies are regarding SSW services as this crisis unfolds--U.S. school policy is largely driven by state and local regulations, and this is an opportunity for you to advocate and lead.
- Clarify how SSW services will be done in the event that you're providing them online and what the issues related to HIPAA, FERPA, and IDEA compliance are (and once you know what's expected, assess how that fits with our COE)
- Anticipate that this will be a long process of getting "back to normal" and may in fact require us all to become more trauma-informed in our SSW practices as schools eventually re-open.

# Education Systems are Very Complex





# Continuum of Responses

No/Few  
Services  
“Extended  
Spring Break”

Some Supportive  
Services

Full Legal  
Services in a  
Virtual Platform  
“Best that we can”

“Enrichment”

## Examples of School Social Work Practices

Not reporting for work  
Unsure of what to do  
Making sure resources are posted  
to website  
Responding to emails / on call  
Awaiting direction

Weekly emails on information/resources coping  
skills or activities  
Weekly phone calls to at-risk students/families  
Enrichment activities/Supplement Packets  
Finding food/housing, childcare etc.  
Mindfulness/wellness activities to teachers

Remote lessons  
Modules  
Working on accommodating  
lessons with teachers  
IEP Meetings  
Virtual Meetings  
Packets of information

Conducting IEP Meetings



# Delivery of SSW Services - Special Education

## Considerations

- Guidance from [US Department of Education](#)
- Guidance from [OCR](#)
- Guidance from State Department of Education
- Guidance from your District Leadership
- Guidance from your District Attorneys

## Questions:

- How are the days your school is closed being defined and what does that mean in your State?
- What is being provided to students without disabilities?
- What technology does the District have available for staff to provide services?
- How can you connect with other school social workers to share and develop resources?



# Additional Considerations

## Considerations for Vulnerable Populations:

- Guidance for students who are identified as **McKinney-Vento**
- **Social-emotional & mental health support** and crisis situations for students
- **Families without access** to the internet or phone
- Students/Families who are **linguistically diverse** (i.e., **English Learners**)

## Other Considerations:

- Supporting colleagues
- Self-care



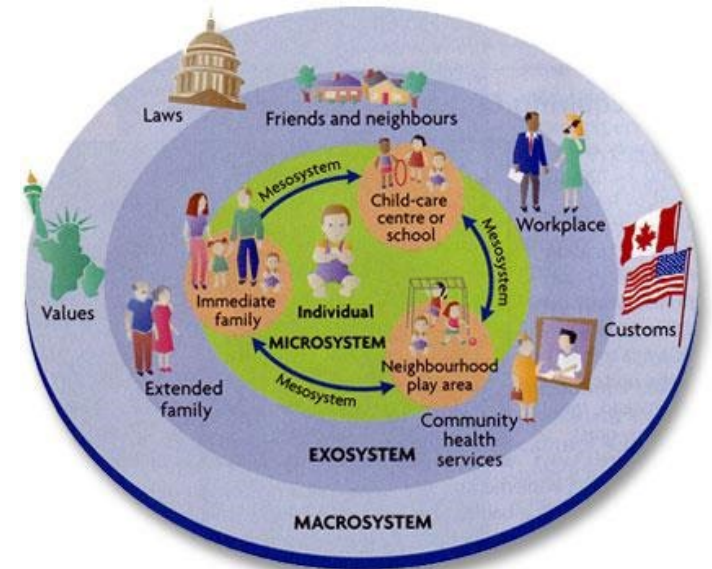
# How to Talk with Families

## References to reputable resources

- [World Health Organization](#) (WHO)
- [Centers for Disease Control & Prevention](#) (CDC)
- Personal physician
- Local authorities
  - Your school district, your municipality, your state

## Stressors as a caregiver

- Health & wellbeing
- Resource barriers
- Workplace





**BBC**  
**NEWS**



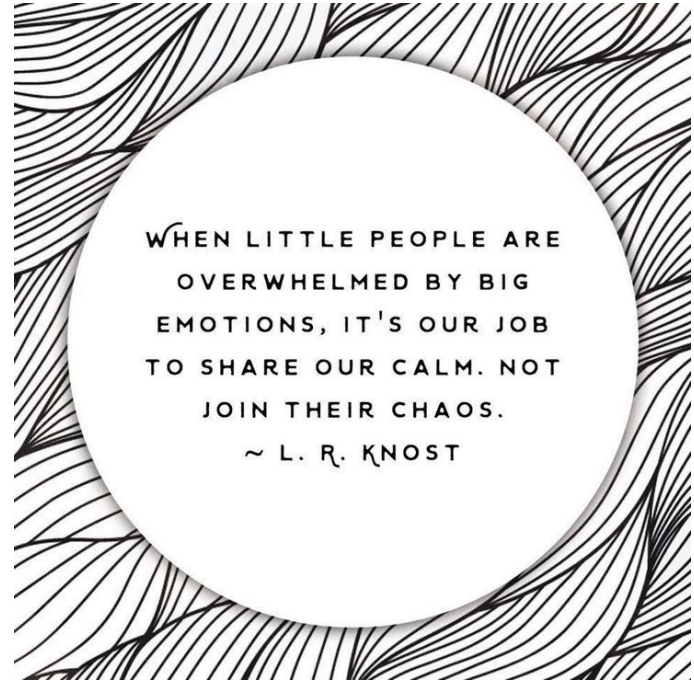
# How to Talk with Families

## Monitor your own stress/reactions

- Calm
- Factual
- Developmentally appropriate
  - [National Child Traumatic Stress Network \(NCTSN\)](#)

## Be there

- Listen-Validate-Redirect-Connect





# How to Talk with Families

## Establish new routines

- Sleep, nutrition, physical activity, social interaction & learning

## Monitor and respond to needs

- H.A.L.T.

## Build skills

- Breakdown terminology
- Shift from implicit to explicit
- Reinforce positive adaptations & skills

# Resources to Support Your Practice

## Ethical Considerations

- **Technology in Social Work Practice:**  
[https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards\\_FINAL\\_POSTING.pdf](https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf)
- **NASW Code of Ethics - Ethical Standards on Use of Technology**
  - **Section 1.03 Informed Consent (e-h)**
  - **Section 1.04 Competence (d-e)**
  - **Section 1.05 Cultural Awareness and Social Diversity (d)**
  - **Section 1.06 Conflict of Interest (e-h)**
  - **Section 1.07 Privacy & Confidentiality (l-r)**
- **U.S. Department of Health and Human Services HIPAA** <https://www.hhs.gov/hipaa/for-professionals/special-topics/emergency-preparedness/index.html>
- **Practice Guidelines for Video-based Online Mental Health Services.**  
[https://www.integration.samhsa.gov/operations-administration/practice-guidelines-for-video-based-online-mental-health-services\\_at\\_5\\_29\\_13.pdf](https://www.integration.samhsa.gov/operations-administration/practice-guidelines-for-video-based-online-mental-health-services_at_5_29_13.pdf)



# Resources to support your Practice

**Making the most of “going virtual” in response to COVID-19** [https://education-first.com/covid-19/?mc\\_cid=81ee45e743&mc\\_eid=a2fb06eece&utm\\_source=Transforming+Education+Subscribers&utm\\_campaign=3981b07ddb-EMAIL\\_CAMPAIGN\\_2019\\_09\\_03\\_02\\_53\\_COPY\\_01&utm\\_medium=email&utm\\_term=0\\_99e6730d6b-3981b07ddb-421930489](https://education-first.com/covid-19/?mc_cid=81ee45e743&mc_eid=a2fb06eece&utm_source=Transforming+Education+Subscribers&utm_campaign=3981b07ddb-EMAIL_CAMPAIGN_2019_09_03_02_53_COPY_01&utm_medium=email&utm_term=0_99e6730d6b-3981b07ddb-421930489)

## **How to Talk to Kids about Coronavirus and Impact on our Lives:**

- <https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-coronavirus>
- <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/talking-with-children.html>
- <https://childmind.org/article/talking-to-kids-about-the-coronavirus/>
- [https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/02292020\\_NASP\\_NASN\\_COVID-19\\_parent\\_handout.pdf](https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/02292020_NASP_NASN_COVID-19_parent_handout.pdf)
- <https://www.ppmid.org/wp-content/uploads/2020/03/The-Corona-Virus-Free-Printable-Updated-2-The-Autism-Educator-.pdf>

## **Supporting Mental Health Needs/SEL Resources:**

- <https://store.samhsa.gov/system/files/sma14-4894.pdf>
- <https://www.cdc.gov/coronavirus/2019-ncov/prepare/managing-stress-anxiety.html>
- [https://www.nctsn.org/sites/default/files/resources/fact-sheet/outbreak\\_factsheet\\_1.pdf](https://www.nctsn.org/sites/default/files/resources/fact-sheet/outbreak_factsheet_1.pdf)
- [https://www.calm.com/blog/take-a-deep-breath?utm\\_source=lifecycle&utm\\_medium=email&utm\\_campaign=difficult\\_times\\_nonsubs\\_031720](https://www.calm.com/blog/take-a-deep-breath?utm_source=lifecycle&utm_medium=email&utm_campaign=difficult_times_nonsubs_031720) (K-12)
- <https://www.secondstep.org/covid19support>
- <https://www.emotionalabcs.com/> (PreK-5)

# Resources to Support Your Practice

[SSWNetwork](#) (Free to join)

The screenshot shows the Facebook interface for a group named "School Clinicians Responding to COVID-19". The page header includes a search bar and a "Star" button. The left sidebar contains navigation options: "Activity Feed", "Discovery", "Members", and "About". Below these is an "ONLINE NOW" indicator with five profile pictures. The main content area features the group title, a description: "A gathering place for ideas, support, & community during this pandemic as we support our schools.", and a "Share what's on your mind..." text box. Below the text box are filters for "SHOWING..." and "SORTED BY POPULAR NOW". A row of filter buttons includes "Everything", "Your Activity", "From Your Hosts", "Near You", and "Quick Posts". A comment from Michael Kelly, a School Social Worker, is visible, starting with "Hi everybody--good to see you all here. Introduce yourself if you would and add any resources or strategies your district/state is using in this crisis that you're finding helpful, as well as any questions that the group + the SSWAA panel we're convening on Thursday night might help address. Thanks and".

# SSWRL

- Evidence evaluated
- Tags to guide personal organization
- Anyone can submit resources, let's do it!
- [ssw.resource.sharing@gmail.com](mailto:ssw.resource.sharing@gmail.com)





# SSWAA Supporting SSW's

**SSWAA Membership:** <https://www.sswaa.org/membership>

**Upcoming Webinars:** <https://www.sswaa.org/webinars>

- School Social Workers Promoting Social Justice and Racial Equity - March 31st at 11:00am-12:00pm Eastern
- Going from Peer to Supervisor - April 23rd at 3:30-4:30pm Eastern

**SSWAA National Conference:** Powerful professional development event with up to 19.5 CEUs. Rescheduled for June 27-30, 2020 in Baltimore, MD. Registration will re-open April 6th. For more information:

<https://www.sswaa.org/nationalconference>

**SSW 2 SSW:** School Social Worker to School Social Worker peer assistance groups are available to all SSWAA Full and Premiere members from now until June 1st! Great opportunity for professionals who want a safe space for sharing strategies, providing support, and assisting one another with ideas that may help the school social worker with practice issues. For more information and to register: <https://www.sswaa.org/events>

# Questions

- How are other School Social Workers are reaching out to students and parents (limited to internet or uneducated to access internet websites) during this time?
- What are states deciding at this time regarding permitting School Social Workers to use Telehealth communication techniques (i.e., Google meet, Google #'s, Skype, FaceTime etc.)?
- What are thoughts on recording SEL lessons or working on topics and sending via their Canvas or Google Classroom, documents they can work on?
- If you are licensed by the state (LCSW or LSW) are there things you have to consider regarding your license and providing services via telehealth or phone?
- If you did not get a consent signed to do telehealth or phone sessions, what can you do?

Challenges are  
what make life  
interesting and  
overcoming them  
is what makes  
life meaningful.

Social Workers  
help people get  
back on track



Ontario Association of Social Workers

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[https://docs.google.com/forms/d/e/1FAIpQLSd1X7jp8mECIVSAxHZiP6nT\\_8LKI\\_X-viGQ34mBBECWQMnoBxg/viewform](https://docs.google.com/forms/d/e/1FAIpQLSd1X7jp8mECIVSAxHZiP6nT_8LKI_X-viGQ34mBBECWQMnoBxg/viewform)