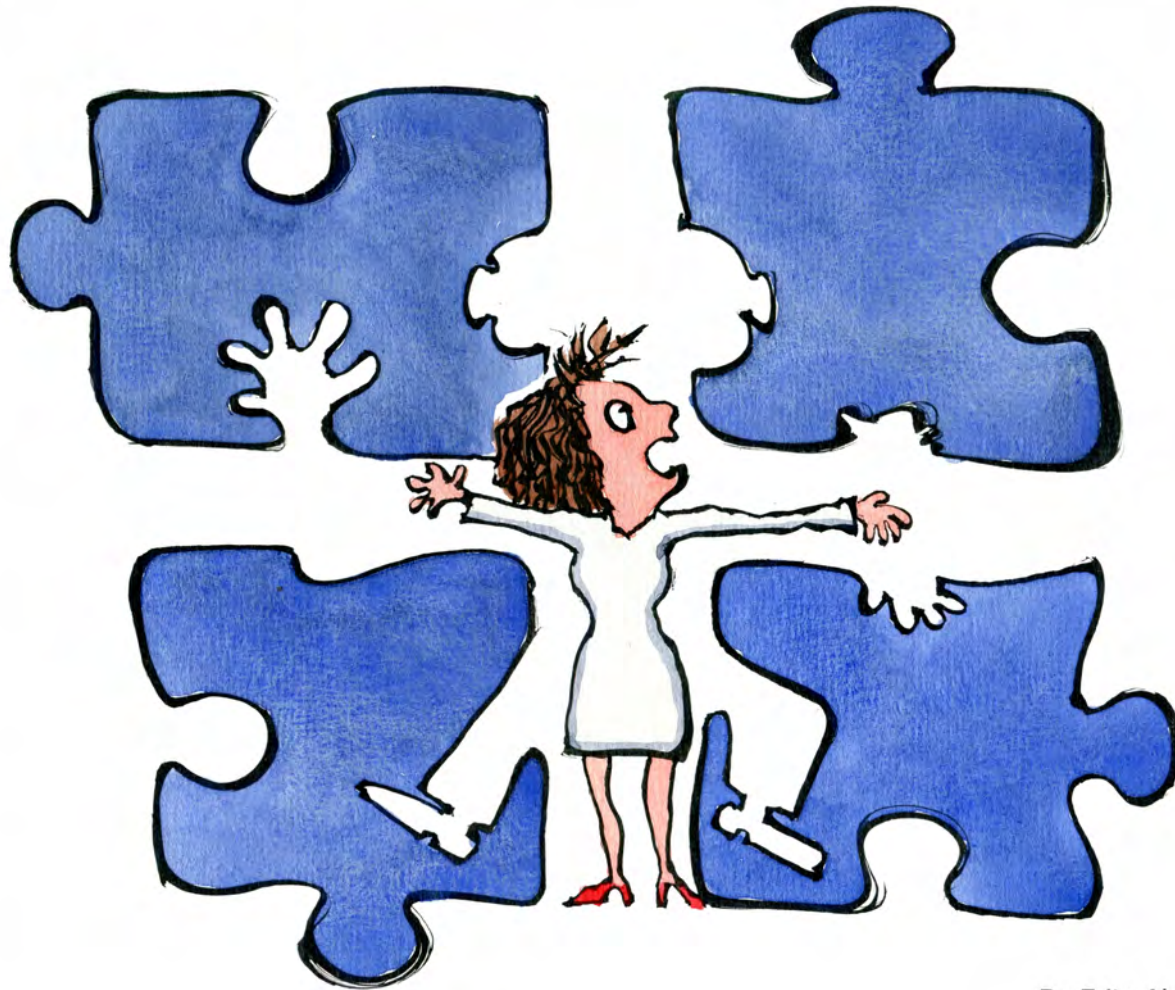


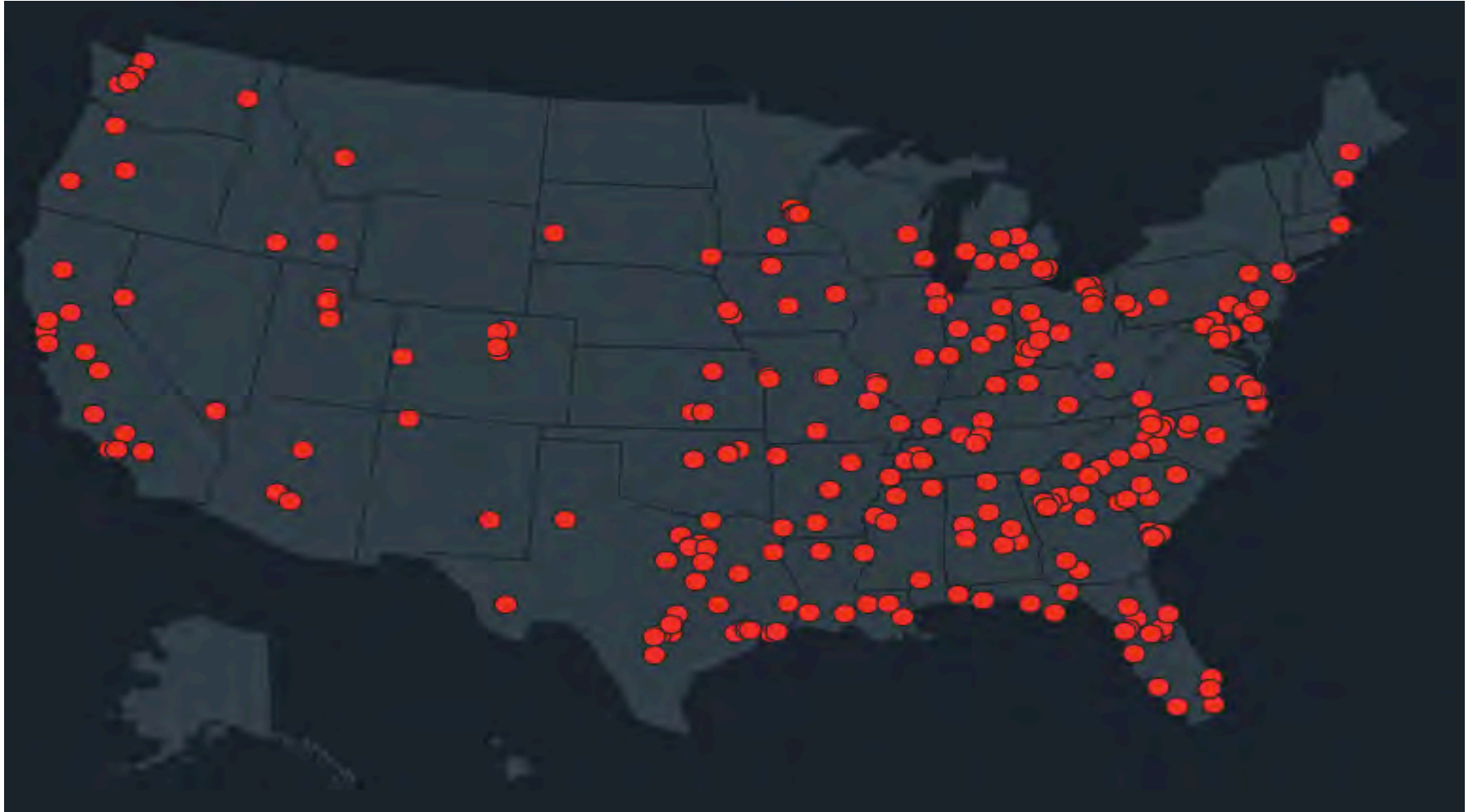
Integrating School Social Workers into Safe Schools Plans



By Frits Ahlefeldt

School Shootings since 2013

n=306



- <https://everytownresearch.org/school-shootings/5955/#5000>

Dylan Klebold & Eric Harris

Columbine HS Shooters 1999



- **Mental Health issues**, taking meds
- Grandiose personality
- Trench Coat Mafia
- Good grades
- **Possible Bullying** (targeted bullies)
- **Anger issues**
- History of Law enforcement encounters
- **Rejected** by the Marines
- Committed suicide as part of incident

Sueng-Hui Cho

Virginia Tech Shooter 2007

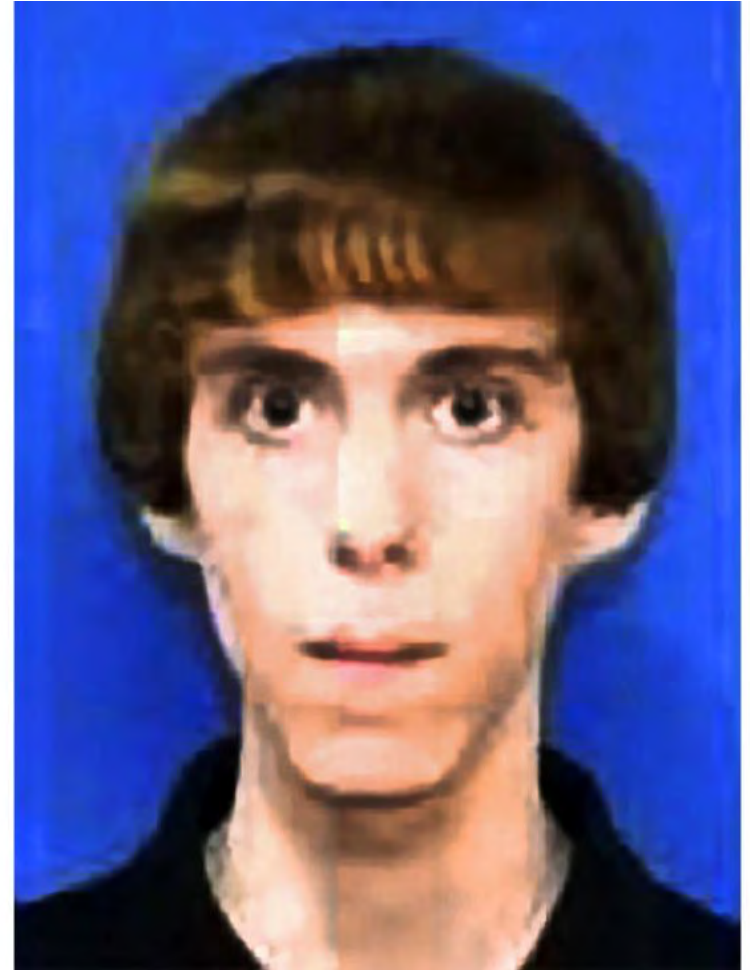


- **Mental Health-**
Hospitalized
- Anxiety disorder
- **Bullied**
- **Loner**
- Odd behavior
- Anger issues
- Allowed to purchase gun
- Committed Suicide as part of incident

Adam Lanza, 20 y/o

Sandy Hook Shooting 2012

- **Mental Health Issues**
 - Autism, depression, OCD, anxiety, anorexia
- **Isolated himself**
- **Loss (moving)**
- Smart kid, good grades
- Killed Mother
- Obsessed with mass shooting
- Access to weapons
- Committed Suicide as part of the plan



Nikolas Cruz, 19 y/o

Douglas HS Shooter 2018



Mental Health Issues: Depression, Autism, ADHD, Anger Issues, suicide ideations

History of hurting animals

Negative School Experience: Possible bullying, Expelled, high school dropout

Described as a **Loner** by peers

Lost his adopted mother Nov. 2017 – Called 911 “going through a lot right now”

Extremist Views (swastikas carved in magazines)

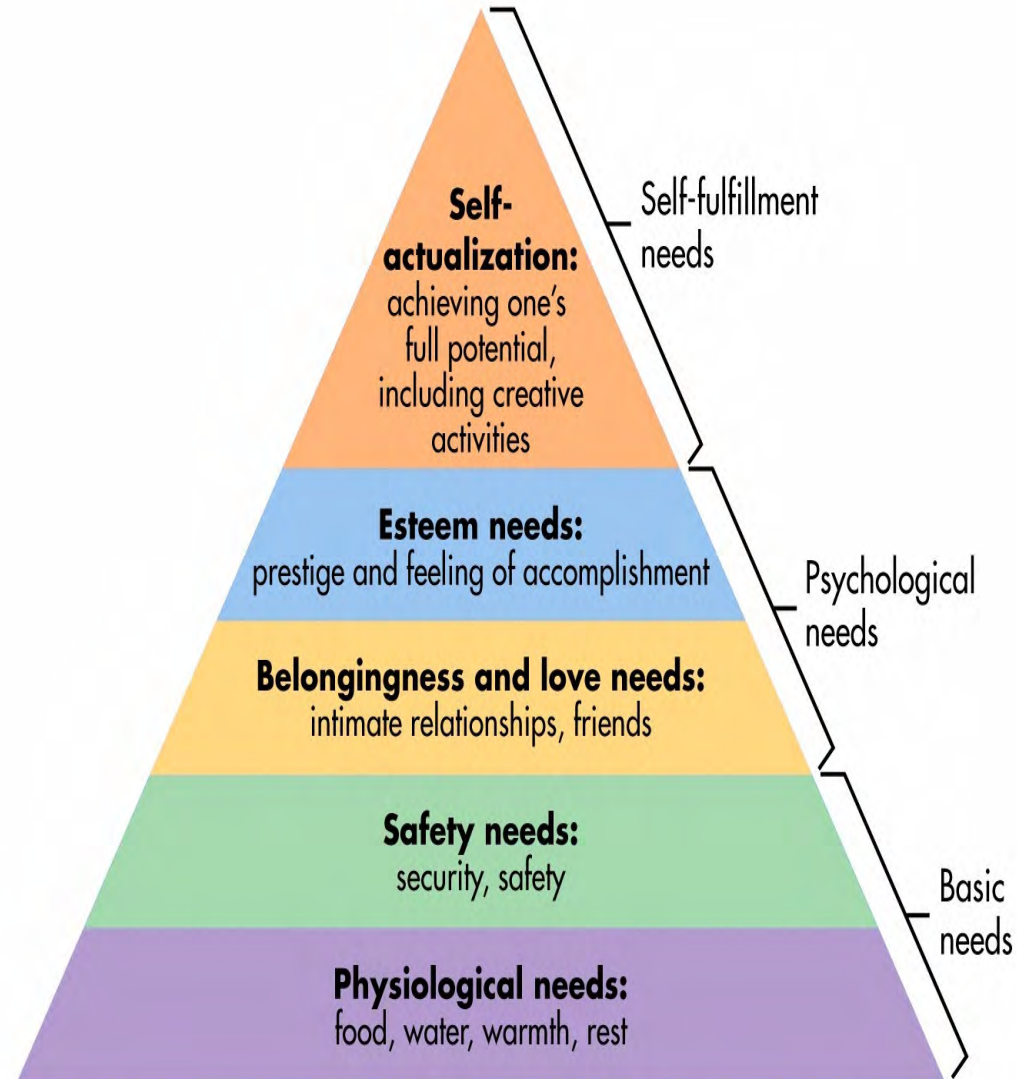
Warning signs: posting on social media, neighbors observations, buying guns and other military style equipment

What was going on with the Shooters? “brittle people”

Triggers/Commonalities:

- Male
- Mental Health
 - History of suicide attempt (78%)
- Negative School Experience
 - bullied, suspended (71%)
- Failure
- Rejection
- Loss

Source: FBI Report 2013 report



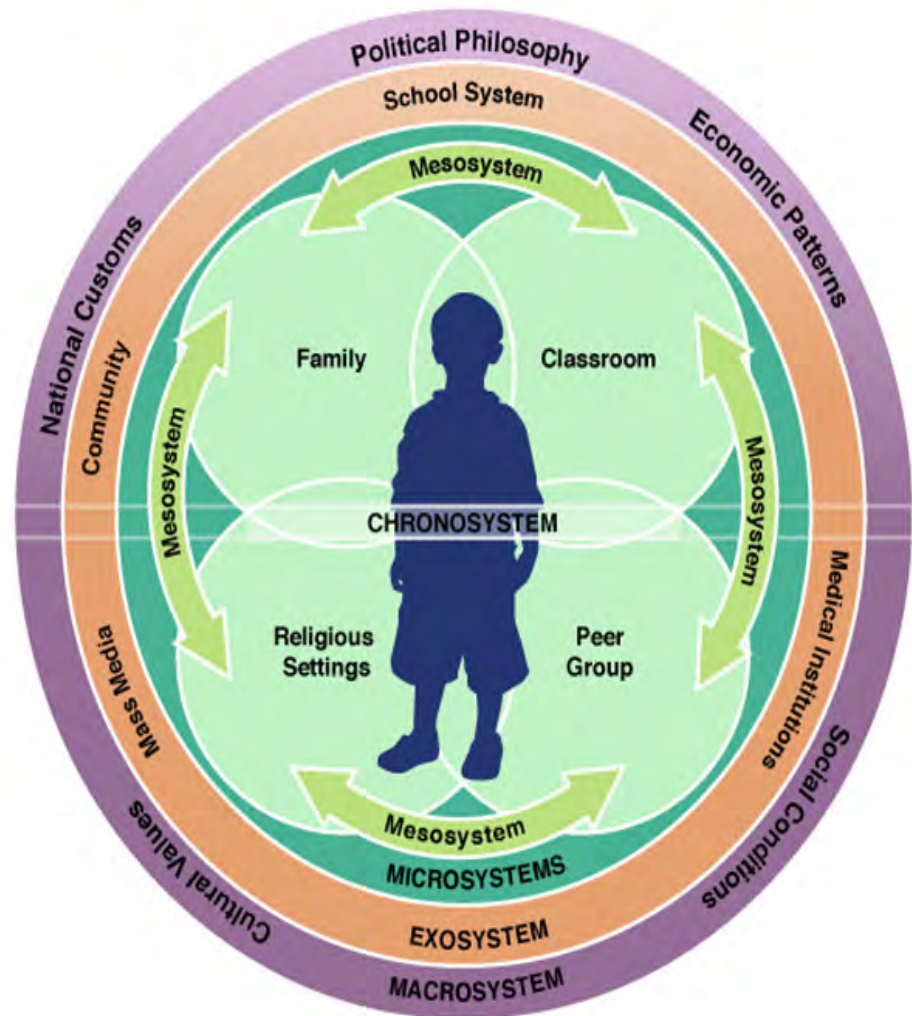
Why Social Workers in Schools?

- Children today are increasingly victims of many social forces that negatively affect their role as students.
- The family is in a state of change and until it becomes stabilized, in whatever form, children's unmet physical and emotional needs will continue to interfere with their ability to learn and adjust in school
- Schools are becoming the primary social development institution

WHY School Social Workers (cont.)?

- SSW's apply the systems theory to student supports in schools (whole-child in context of their place in larger environment perspective)
- Ability to assess students beyond academic barriers

Bronfenbrenner's Ecological Model of Child Development



School Social Worker Role

- Home – School – Community Liaison
- Conduct Home Visits
- **Community Linkage**
 - Where other Social Workers are most likely employed
- Collaboration with families/parents
- **Crisis Response**
- Trained in Numerous Evidence-based intervention programs
- **Mental Health Professionals**
- **Assessments- (suicide/homicidal ideations)**
- And much more...

Items highlighted in **BOLD** are linked directly to Safe Schools/Crisis Response

Safe Schools Team

Safe School Team should include:

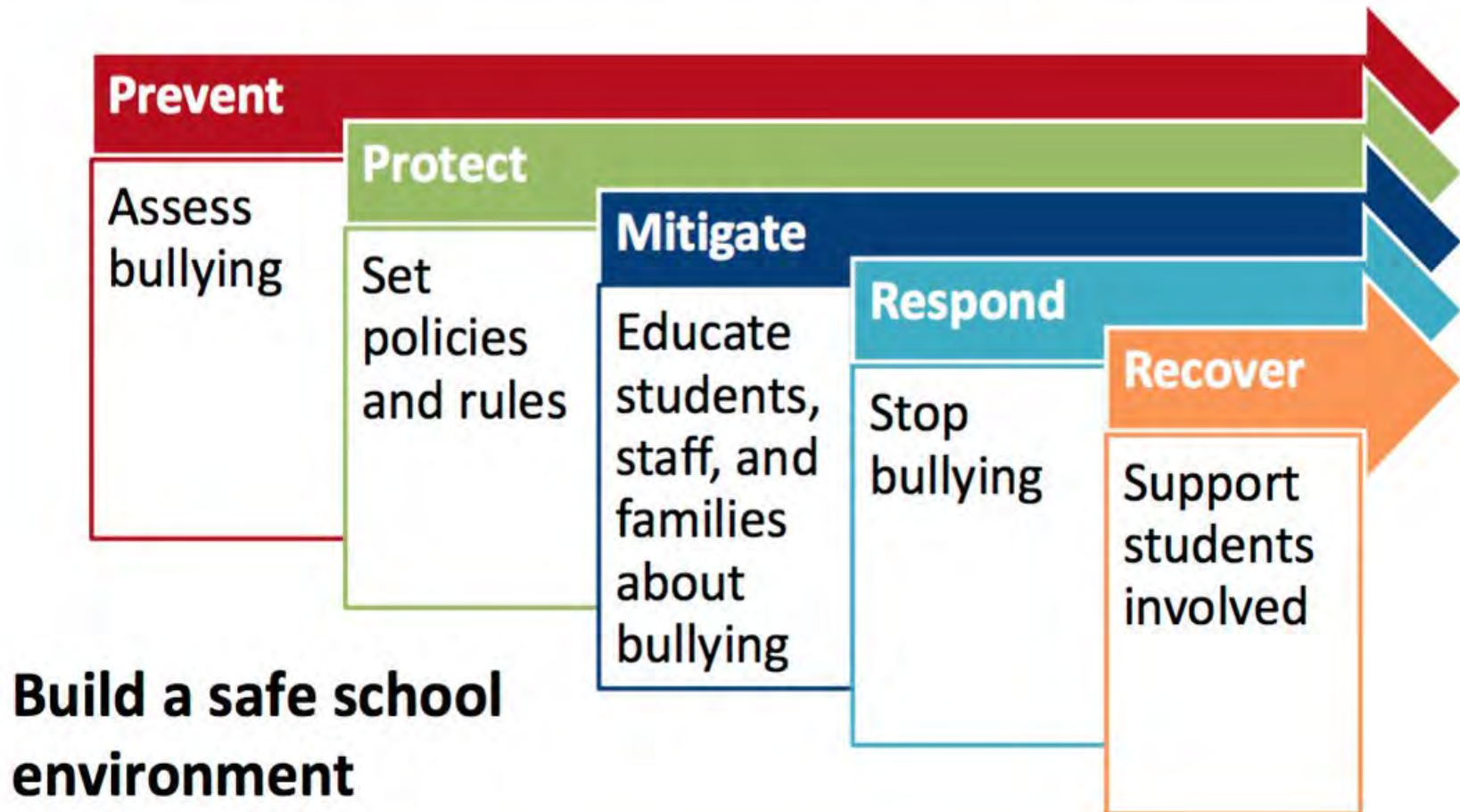
- School Administrator
- School Resource Officer /Campus Supervisor
- Facilities Manager
- Technology Staff (IT)
- School Secretary (classified employee)
- **Mental Health Professional (SSW)**
- School Nurse
- School Psychologist
- General Education Teacher
- Special Education Teacher
- Parent
- Student (s)
- **Social Services (SSW is School Community Liaison)**
- Community Members (i.e.Mental Health, First Responders, etc.)

Five Preparedness Missions



an incident or emergency

Example: Bullying



Prevention

Universal Services (Tier 1):

- School-Wide Assessment of Resources/Needs/Gaps
- Universal Screening Tool (i.e. BEISY)
- Positive Behavioral Interventions & Supports (PBIS)
- Restorative Practices
- Bullying Prevention – Safe Schools Ambassadors
- Social/Emotional Learning Curriculum
 - Camp Make Believe
 - Step Up
- School Climate Clubs (i.e. Kindness Warriors, Weather Club)

Prevention

Selective Services (Tier 2):

- Social Skills Groups (CBT)
 - Aggression Replacement Training (ART)
 - Forward Thinking Interactive Journaling
 - My Journey – Grief & Loss
 - Girl's Circle
 - Boy's Council
- Check In/Check Out (CICO)
- Peer Conflict Mediation
- Gang Intervention Groups
- Small Group Crisis (i.e. classmate's death, self-mutilation)
- Parent Education Classes
 - Parent Project
 - Parents on A Mission
 - Parenting Partners

Prevention

Targeted/Intensive Services (Tier 3):

- Assessments
 - Biopsychosocial Assessment
 - Individual Crisis (i.e. threat to self/others, suicide)
- Intervention/Treatment Plan
- Community Referrals
- Case Management (monitoring/supervision)
- Collaboration w/ service providers & interdisciplinary teams
- Individual/Family Counseling

Mitigation

In-Service Presentations:

- Mental Health Awareness
- Suicide Awareness
- Trauma-Informed Practices
- Compassion Fatigue
- 40 Youth Developmental Assets
- Universal Screening
- Gang Awareness/101
- Cyber-bullying

Mitigation

Presentations to Parents:

- Mental Health Awareness (community members)
- Suicide Awareness
- Cyber-bullying/Monitoring Social Media
- Gang Prevention
- Gun Safety (Law Enforcement)
- Community Resources
- other parent education classes

Parent Engagement:

- Coffee with the Principal w/specific topics

Mitigation

Presentations for Students:

- Suicide Awareness
- Cyber-bullying
- Community Resources

Respond

School Threat Assessment Teams (STAT)

- School Social Workers should be part of the team
- SSWs respond to trauma (loss, grief, death, etc.)
- Skilled in conducting assessments including suicidal & homicidal assessments
 - Applied Suicide Intervention Skills Training (ASIST)

Respond

School Threat Assessment Teams (STAT)

- They might already be working with the student
- Expertise in conducting home visits and collaborating with parents
- School Experience in Crisis Response

Respond

Types of Crisis

- Major School-Wide Crisis (e.g. major earthquake, building fire, school shooting, etc.)
- Small Group Crisis (e.g. classmate's death, self-harm, etc.)
- Individual Crisis (e.g. threat to self/others, suicide, abuse/neglect, assault, etc.)

Respond

Reunification process/student pick-up

- Coordinate/provide psychological/emotional first aid to students while in the student assembly area
 - Identify immediate needs
- Help update parents while in the check-in area
- Coordinate resources for parents with language barriers (including deaf or blind)
- Provide emotional support to parents/families of missing, injured, or killed students
- Hand out community resources to parents
 - These should be in your EOP (SSWs can help update)

Recover

- SSWs help coordinate community resources including red cross, Mental Health Providers, and other community resources needed for the school & community
- SSWs conduct home visits to most affected students, close friends of victim(s), teachers, family members, and others
- Continue to provide counseling and/or mental health services as needed to students, families, and school staff

Recover

Services once back on Campus:

- Coordinate safe rooms for student activities and mental health services
- Coordinate safe rooms for teachers to provide psychological/emotional support
- In-service for teachers on how to talk to students, self-care, signs of depression and/or retaliation
- Help plan appropriate school-wide activities (i.e. memorials, prayer, etc.)

Recover

- Presentations for Parents
 - how to talk to your child
 - dealing with social media
 - grieving process
 - self care
 - signs of depression and/or retaliation

• Questions

Targeted/ Intensive

(High-risk students)
Individual Interventions
(typically 3-5% of school
pop.)

For more information contact:

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