Counseling in the virtual world

HOW TO MAXIMIZE YOUR SKILLS WITH INDIVIDUALS AND WITHIN THE GROUP SETTING

Introducing PROJECT DelAWARE

Project DelAWARE is a collaborative effort between the Department of Education (DOE), The Division of Prevention and Behavioral Health Services (DPBHS), the UD Center for Disabilities Studies (CDS), the Delaware PBS Project, the UD Center for Drug and Health Studies (CDHS), and three local school districts: Capital School District, Colonial School District, and Indian River School District. Funding for the project is provided through a 5 year federal SAMHSA (Substance Abuse and Mental Health Services Administration) grant.

The overarching purpose of Project DelAWARE is to implement evidence based mental health services in school settings within the context of the Multi Tiered System of Support (MTSS) in order to promote wellness and resilience for school age youth and to improve access to mental health services.

Webinar Overview

Individual Sessions:

- Identify comfort and discomfort levels in the virtual setting
- Review principles from the Functional Approach to counseling
  - Mutual Respect Between Practitioner and Client
  - Structured Solution Focused Intervention
- Helpful Hints
- Speaking to Administrators

Group Sessions:

- Structuring Group
  - Technology
  - Agenda
  - Rules
  - Transitioning
- Virtual Group Engagement

Questions to Think About

*What are you **uncomfortable** with in the virtual setting?*

*What are you **comfortable** with in the virtual setting?*

Please fill out the poll and share your examples in the chat box!

The Functional Approach (to counseling)

Client Empowerment

Mutual Respect between Practitioner and Client

Attention to Group-Based Social Inequalities

A Structured Solution-Focused Process

Agency Purpose and Function

Planned Social Change

Monitoring Change

Advocating for the Redistribution of Social Resources

Fostering a Climate of Inquiry

Principle #2: *Mutual Respect Between Practitioner and Client*

The goal is to build **RESPECT**, **EMPATHY**, and **TRUST** through the use of the **SENSE OF SELF** within the helping relationship

Principle #2: *Mutual Respect Between Practitioner and Client*

The goal is to build **RESPECT**, **EMPATHY**, and **TRUST** through the use of the **SENSE OF SELF** within the helping relationship
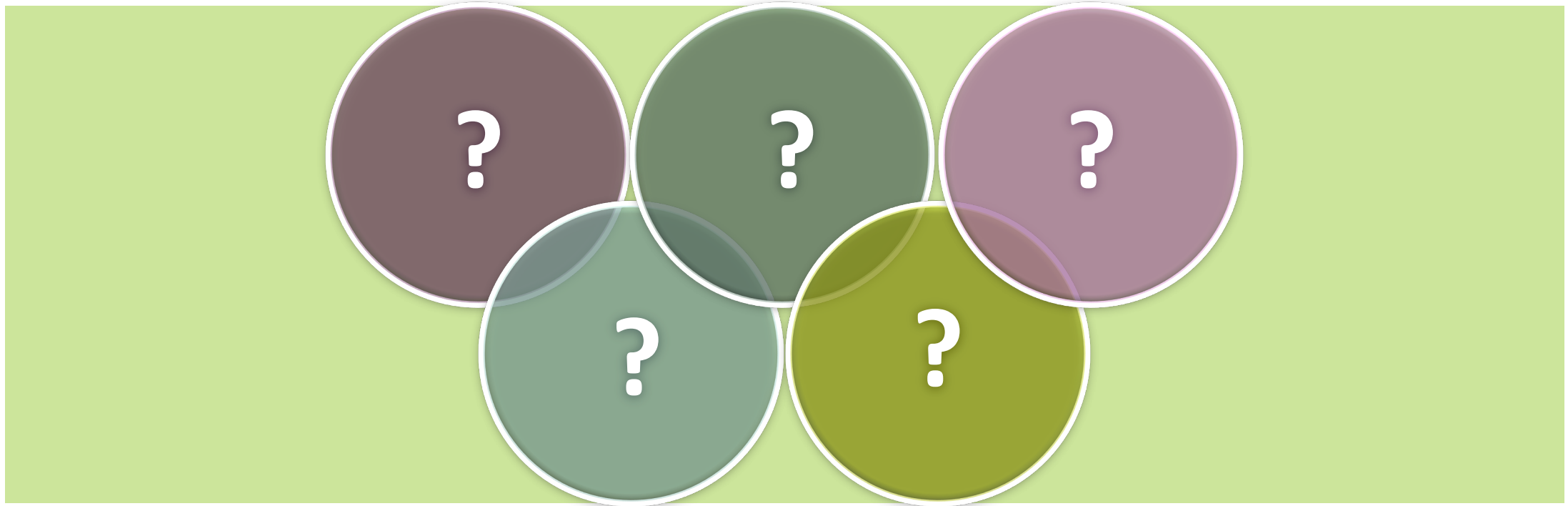
Question to ask yourself:

How do you demonstrate this in your **TYPICAL** setting?

YOUR Typical Setting
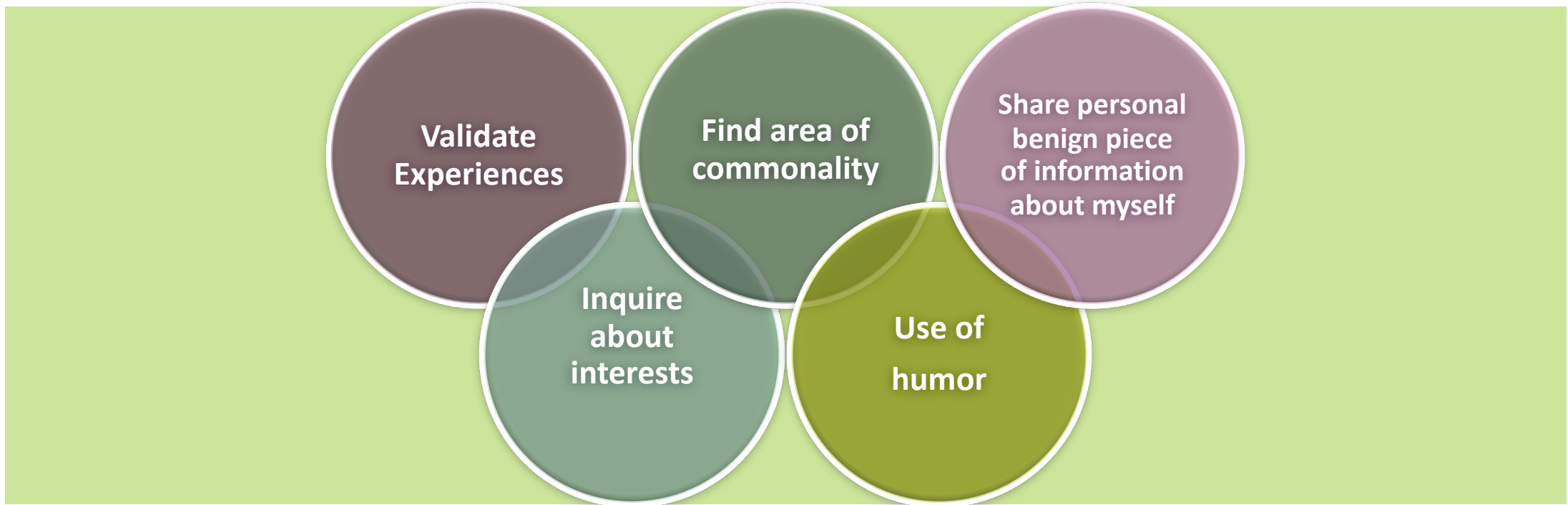
MY Typical Setting

Principle #2: *Mutual Respect Between Practitioner and Client*

The goal is to build **RESPECT**, **EMPATHY**, and **TRUST** through the use of the **SENSE OF SELF** within the helping relationship
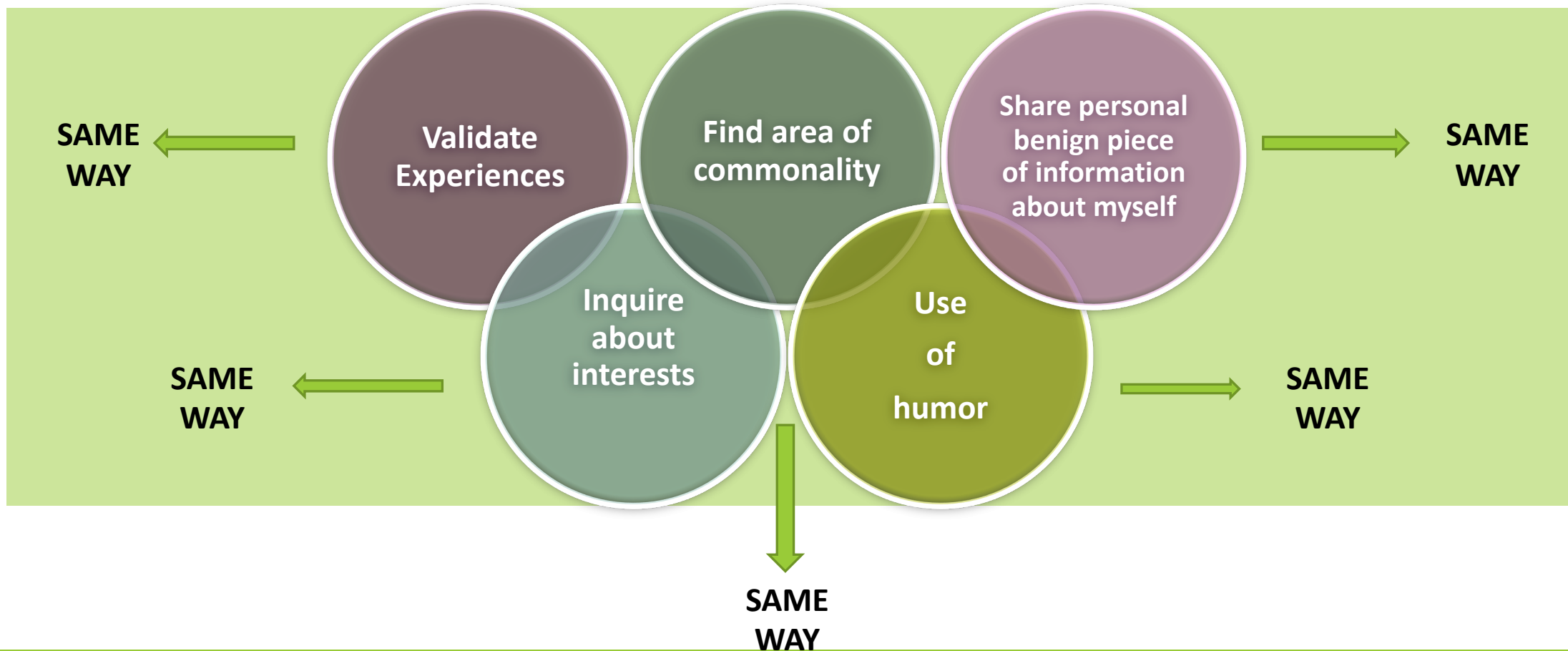
Question to ask yourself:

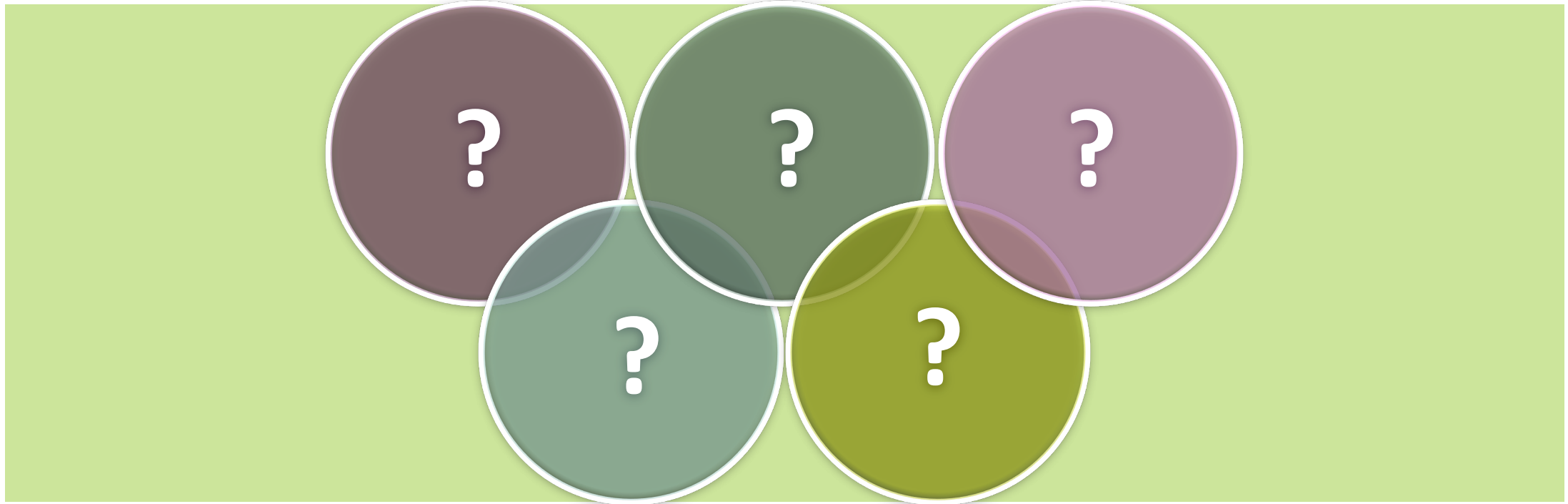How can you *transfer* those skills in a **VIRTUAL** setting?

Virtual Setting

How can I <u>TRANSFER</u> my skills in the virtual setting?

Principle #4: *A Structured Solution-Focused Intervention*

"Begin with the end in mind."
Stephen Covey

Principle #4: *A Structured Solution-Focused Intervention*

Every session, just like the overall intervention, should have a **BEGINNING**, **MIDDLE**, and an **END**

	Overall Intervention	**Individual Session**
BEGINNING	GOALS	What do I want to accomplish?
MIDDLE	ACTION ITEMS/ TREATMENT PLAN	How will this be accomplished?
END	OUTCOME	When will I know this has been accomplished?

Scenarios

Scenario #1:
IEP Counseling/Caseload Counseling

Scenario #2:
On the Fly Intervention

Scenario #1: IEP Counseling/Caseload Counseling

	Overall Intervention	Individual Session
BEGINNING	**GOAL:** Student will learn to implement behavioral strategies to increase emotion regulation when angry.	**What do I want to accomplish?** Introduce the Feelings Thermometer
MIDDLE	**ACTION ITEMS / TREATMENT PLAN:** - Student will learn how to recognize physical symptoms when angry - Student will learn how to identify anger temperature on Feelings Thermometer - Student will learn to implement anger coping strategies when angry - Etc.	**How will this be accomplished?** - Review situation from past week when student was angry - Identify temperature and color it in on Feelings Thermometer Chart - Practice through application to other possible scenarios - Provide homework to practice skill throughout the week
END	**OUTCOME:** Student will be able to recognize anger cues and implement emotion regulation and coping skill techniques 60% of the time when angry.	**When will I know this has been accomplished?** Student will be able to demonstrate concept by applying it to a specific situation with prompts.

Scenario #2: On the Fly Intervention

	Overall Intervention	Individual Session
BEGINNING	**GOAL:** Identify why student is crying and help the student return to class	**What do I want to accomplish?** - Provide support to the student - Identify why the student is crying - Help student return back to class
MIDDLE	**ACTION ITEMS / TREATMENT PLAN:** - Meet with the student - Identify what's going on - Problem solve	**How will this be accomplished?** - Seek permission from student to talk - Help regulate student's emotions - Probe to inquire why student is crying - Validate student's feelings - Problem solve with the information that is shared - Determine next steps (if any)
END	**OUTCOME:** Student will regulate emotions and will be able to return to class	**When will I know this has been accomplished?** Student will be visibly calm, will not be crying, and will verbalize that he/she can return to class

Special Focus: When Does the Intervention End?

Scenario #1	Scenario #2
Outcome: Student will be able to recognize anger cues and implement emotion regulation and coping skill techniques 60% of the time when angry.	**Outcome:** Student will be able to regulate emotions and will be able to return to class .
When will I know this has been accomplished: Student will be able to demonstrate concept by applying it to specific situation with prompts.	**When will I know this has been accomplished:** Student will be visibly calm, will not be crying, and will verbalize that he/she can return to class.
Was this goal met?	Was this goal met?
If not: develop new plan or REFER OUT	If not: develop new plan or REFER OUT

Helpful Tips

◦ Outline expectations

◦ **Establish a routine**

◦ Allow for several modes of communication

◦ Eliminate Distractions (but apologize when they occur)

◦ **Connect with teachers**

◦ Establish codes for safety issues

◦ Be transparent

◦ Make your space inviting and therapeutic

Establish a Routine

◦ **Start your time with students the same way each session/meeting**
  ◦ Offer an opportunity for your students to answer a "check-in" question either verbally or in the chat feature:
    ◦ What is the best thing that happened since we last met? What is the worst thing that happened since we last met?
    • On a scale of 1 to 10 (10 being the best) how well is your week going? What would make it better?
    • Provide a different "ice breaker" question in the chat feature each session

◦ **End your time with students the same way each session/meeting**
  ◦ Ask for feedback on how the session went
    ◦ Thumbs up or thumbs down
    ◦ On a scale of 1 to 10 (10 being great) how much did you get from this session? What can be done differently next time?
  ◦ Let them know what you'll be focusing on the next time you meet and ask for some input
  ◦ Provide some "homework" so your students are keeping your lessons in mind throughout the week

Helpful Tips

- ◦ Outline expectations
- ◦ Establish a routine
- ◦ Allow for several modes of communication
- ◦ Eliminate Distractions (but apologize when they occur)
- ◦ **Connect with teachers**
- ◦ Establish codes for safety issues
- ◦ Be transparent
- ◦ Make your space inviting and therapeutic

Connect with Teachers

◦ Send the student's teachers an email to inform them of what "homework" you have provided to the student so they can support your teachings throughout the week

◦ Update your problem solving team with outcome information including:

  ◦ Was the intervention successful?

  ◦ Pre/post test information if applicable
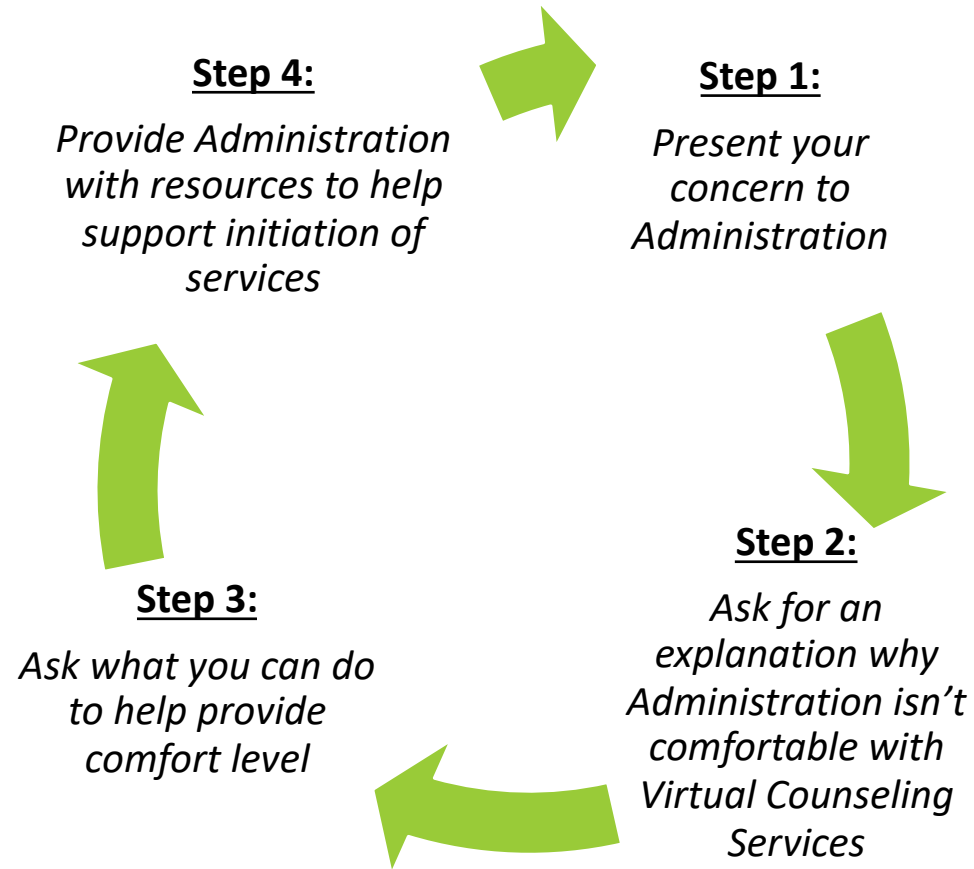
  ◦ Next steps (if applicable)

Helpful Tips

◦ Outline expectations

◦ Establish a routine

◦ Allow for several modes of communication

◦ Eliminate Distractions (but apologize when they occur)

◦ Connect with teachers

◦ Establish codes for safety issues

◦ Be transparent

◦ Make your space inviting and therapeutic

Speaking to Administrators

Step 4:

Provide Administration with resources to help support initiation of services

Step 1:

Present your concern to Administration

Step 2:

Ask for an explanation why Administration isn't comfortable with Virtual Counseling Services

Step 3:

Ask what you can do to help provide comfort level

Additional Resources

- Ethics and Limitations of Telemental Health – Webinar Registration for 10/22 Event
  - https://mhttcnetwork.org/centers/mountain-plains-mhtcc/event/ethics-and-limitations-telemental-health
- National Association of School Psychologists
  - https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center
- National Center for School Mental Health: COVID-19 Resources for School Personnel Related to Policy, Skills, and Technology (includes a link to "Telemental Health 101" Webinar
  - https://www.schoolmentalhealth.org/COVID-19/
- School Counseling in an On-line World (ASCA)
  - https://videos.schoolcounselor.org/school-counseling-in-an-online-world
- Student Welfare in a Virtual World (ASCA)
  - https://videos.schoolcounselor.org/support-student-welfare-in-a-virtual-setting
- Virtual Crisis Response; A School Counselor Resource Document (DDOE)
  - https://docs.google.com/document/d/1U1AizYMI7paqH_kM1LDnk5wmN5CuclXzOmR_n6jJhTA/edit
- Virtual School Counseling Brings Unique Rewards and Challenges (Counseling Today, ACA)
  - https://ct.counseling.org/2014/04/virtual-school-counseling-brings-unique-rewards-and-challenges/