

**Student Services Providers
Recommended Practices & Procedures Manual**

School Social Work

Illinois State Board of Education

May 2007

FOREWORD

A key priority of the Illinois State Board of Education is to insure the highest quality personnel for Illinois school districts. Maintaining high expectations for all students is a component of fairness in education. According to the Illinois Learning Standards, "all students include those who choose college, those who choose more technical career preparation directly from high school, those for whom English is a second language, those with disabilities, those who are gifted and talented, those who are returning to education for completion of a diploma, even as adults, and those from advantaged and disadvantaged socioeconomic backgrounds." School social work serves all students.

The purpose of this manual, School Social Work, is to provide school personnel with practices and procedures that will assist them to better serve students.

The first edition of this manual was originally published in 1983. This current revision was developed by the following Illinois State Board of Education Student Service Providers Advisory Board members with a school social work background in 2002 and further revised in 2005 in collaboration with the Illinois Association of School Social Workers.

Randy Fisher
Mannheim School District #83
Franklin Park, IL 60131

Susan Martin
Chicago Public Schools
Chicago, IL 60637

Stephanie Dillard
Tri-County Special Education District
Murphysboro, IL 62966-2507

Susan Yeck
Eastern Illinois Area of Special Education
Mattoon, IL 61938

Vaughn Morrison
Staff Facilitator
ISBE

Jim Raines
Illinois State University
Bloomington, IL 61701

Carol Sebian
Will County School District #92
Lockport, IL 60441

Pat Morton
West Central Special Education Cooperative
Macomb, IL 61455

Carol Massat
Illinois State University
Bloomington, IL 61701

Galen Thomas
Williamson County Special Education
Marion, IL 62959

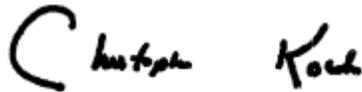
It is anticipated that this manual will serve as a valuable resource for the field throughout the state of Illinois promoting the following principles adopted by the Illinois State Board of Education in 1981:

- 1) Student services providers are an integral part of the total education program and should be organized and delivered for the purpose of helping all students achieve

maximum benefits from the school program and helping teachers, parents and other persons involved to provide optimum teaching and learning conditions for students.

- 2) State and local student services providers programs should be comprehensive in scope; based on a periodic needs assessment of at least a representative sample of students, parents, staff, and other interested parties; and should include provisions to document the extent and results of services provided to students, teachers, parents and others in the community. The local education agency should establish linkages with other community and regional resources to provide a coordinated and comprehensive approach to student services providers.
- 3) Student services provider programs should be designed to assure that the personal values of all program participants are respected.

Together we will make Illinois education *Second to None*.

A handwritten signature in black ink that reads "Christopher Koch". The first letter of "Christopher" is a large, stylized "C".

Christopher Koch, Ed.D.
State Superintendent of Education

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CHAPTER I

STUDENT SERVICES PROVIDERS

Introduction

In addressing the Student Services Providers (SSP) needs, it is important to first identify who should be included on this team. Although it is recognized that some schools may not have access to all of these specialists full time, each should be considered part of the Student Services Providers team.

- School Counselors
- Interpreters
- Special Education Resource Staff
- Occupational Therapists
- Physical Therapists
- Rehabilitation Counselors
- School Nurses
- School Psychologists
- School Social Workers
- Speech and Language Pathologists

These numerous specialists with various skills and responsibilities must use a collaborative approach in order to reach one essential purpose: effectively identifying and meeting the needs of all students.

This essential purpose necessitates a team approach in which specialists share their knowledge and work together to provide coordinated services for students, their parents, and school staff. Such an approach requires the creation of a master plan for SSP, developed through input from all specialists and community leaders and support from the administration. In creating school-based services, parents and representatives of the community programs and agencies should not only have a voice in the development of a master plan, but also in how they themselves will contribute to that plan. Initial planning must involve, at a minimum, teachers, administrators, SSP professionals, and community leaders working together to define their roles in a partnership that provides school-based services. In this way, students' needs will be met most effectively.

Establishing communication within the SSP team and the team as a whole with parents and the community is a necessary first step. To develop effective communication and provide direction, leadership must be designated on the SSP team. If the local education agency has not officially assigned an SSP coordinator, leadership should not merely emerge from the staff. Rather, certain guidelines should be considered:

- Appoint a professional who delivers full-time services to that particular school
- Appoint a professional who understands the dynamics of groups and can facilitate productive discussions among a variety of personalities
- Identify this new responsibility as a formal part of the coordinator's job description

This coordinator then assumes the role of bringing the SSP team together to discuss needs, roles, and strategies, and then develop plans, implementation models and evaluation for services.

In order to optimize services, SSP personnel must address questions such as the following:

- What specific role does each discipline play in attempting to meet identified needs?
- Do role duplication, communication, and implementation problems exist?
- How might a team respond to these problems and what form should the team efforts take?
- How will the team best integrate the services and resources of community agencies and groups?

This delivery system of school-based services, tested through application and modified through continued evaluation, will eliminate gaps, overlap, and duplication of services, and serve to maximize the competencies of those providing services. The result should be an effective delivery system based on the open communication and agenda of this partnership.

Developmental and Preventive Emphases of Student Services Providers

While remedial activities are impossible to avoid at times, the goal of SSP professionals should be to constantly target approaches that have a preventive and developmental basis. This requires that professionals possess knowledge of program design, development, evaluation strategies, the diverse populations that they serve, and change agent skills. In order to act with developmental and preventive considerations, an active dialogue with other SSP members, teachers, parents, and community leaders is necessary.

In creating a preventive atmosphere, SSP specialists must be skilled in helping children set goals, make decisions, understand accountability and responsibility, and express their needs. Knowledge of and sensitivity to diverse student populations and student interests and needs at various developmental stages are essential if skill-building programs and approaches are to have meaning and relevance for students.

School social workers are uniquely qualified to address the needs of students, families, schools, and communities. Incorporating the tenets of human development, therapeutic intervention, systems theory and a strength perspective, school social workers provide a

wide array of services to optimize students' educational experiences. The school social worker integrates a developmental and ecological approach to practice.

Certification requirements include completion of a school social work graduate program of at least 55 semester hours and a masters degree in social work from a Council on Social Work Education (CSWE) accredited program with a **specialization** in school social work. School social workers must also complete a school social work internship comprised of a minimum of 600 contact hours in a school setting. The internship must be supervised by a field instructor holding a masters degree in social work and an ISBE school social work certificate. The field instructor should have at least two years school social work experience. This education enables the school social worker to understand and interpret the influences of the school, home, and community. School Social Work Content Area Standards for certification appear in **Appendix I**.

School social workers are also eligible to obtain a state license to practice in other settings at either the Licensed Social Worker (LSW) or the Licensed Clinical Social Worker (LCSW) level. While the Type 73 certificate allows a social worker to work in a school setting, a license is required for a school social worker to work outside of a school setting.

Delivery of Services

The primary task of the school social worker is to provide the supportive services necessary to allow all students to make the best use of their educational opportunities as they develop their individual potential to the fullest extent. School social work service is based on an understanding of the relationship between student achievement and the influences of psychosocial development, family, community, and culture. Further, the school social worker uses specific skills and training to help resolve conflicts that arise between the school's policies and expectations and the student's background experiences. Student achievement is enhanced when these conflicts are successfully resolved. School social work is founded on the following premises:

- 1) Schools and families must work together, with mutual respect, to support student achievement.
- 2) Families, schools, and communities should develop and utilize resources to help students succeed in school.
- 3) Students fail, misbehave, or act out for a reason and efforts must be made to understand these actions as a form of nonverbal communication.
- 4) Student success is enhanced when students are helped to positively cope with social, emotional, and cultural conflicts that interfere with appropriate behavior and academic performance.

- 5) Students with physical, mental, emotional, or learning disabilities must be identified and served through collaboration between regular classroom personnel and other programs including Section 504, gifted, and special education services.

CHAPTER II

SCHOOL SOCIAL WORK CONTENT KNOWLEDGE

Overview

Historically, various models of practice, including community-school, social interaction, clinical, school-community pupil relations, and guided school social work have been utilized. Each of these models suggested various routes of intervention for school social workers to follow in order to effect change. However, these models have not withstood the changing nature of school social work practice in its infinite variety of applications. Thus, rather than using models of practice, school social work now uses theoretical models (ecological, developmental, and strengths) to provide the framework for practice in the schools. School social workers are guided by an ecological, developmental, and strengths perspective in working with clients. School social workers intervene with many target groups, including: students, parents, teachers, administrators, the school system, and the community.

The ecological model, based upon systems theory, maintains a view of the person and the environment as an interacting, unitary system in which each constantly affects and shapes the other. Based on this theory, school social workers can work with the person, the environment, or at the interface between the person and the environment. In working with people, school social workers strive to strengthen coping patterns and potential for growth. In working with the environment, the school social workers' goal is to improve the quality of the environment surrounding the clients with whom they work, in order to strengthen the clients' abilities to cope and grow. In working with the interface between the two, school social workers attempt to secure a better match between the needs of the client and the environmental requirements.

School social workers use a developmental perspective to understand client needs. Developmental theory suggests that individuals progress through a series of stages throughout their life, highlighted by psychosocial challenges at each stage. Individuals must address these challenges in order to progress onto the next developmental stage. School social workers use developmental theory to individualize services by tailoring those services specifically to the developmental functioning of the clients. Developmental stages are not solely determined by biological age so school social workers understand that a combination of environmental and internal factors influence children's development. In this way, school social workers combine the theoretical teachings from the ecological perspective with those of the developmental perspective.

Knowledge of both normal and exceptional childhood development is required with an understanding of addressing exceptional characteristics within the public school system. Clinical knowledge of biological, psychological, and social development and current psychosocial functioning are critical components of a school social worker's knowledge base in order to conduct assessment, prevention and therapeutic intervention.

The strengths perspective suggests that all clients have strengths and resources that will support their striving for growth. This perspective allows school social workers to maintain optimism and belief that clients have the ability to cope and care for themselves in order to improve their quality of life. The strengths perspective guides practice by encouraging school social workers to work collaboratively with all systems. School social workers focus on strengths, rather than on "illnesses," thereby empowering people to identify opportunities for them to use their own strengths and to take responsibility for their needs. This does not presume a lack of problems; rather, this perspective views trauma, illness and difficulties as sources of challenge and opportunities for growth and learning.

Knowledge of traditional social work skills in the areas of (a) casework, (b) group work, (c) community organization, (d) family intervention, (e) consultation, (f) crisis intervention and (g) liaison with community agencies is essential. The school social worker is constantly called upon to utilize these skills on behalf of all the systems within the school's environment.

In addition to social work theory and concepts, the school social worker must possess knowledge of the educational environment. Understanding learning theory, human development and social and emotional learning standards as they apply to the content and curriculum of educational planning and intervention is necessary. Knowledge of the structure of the educational environment is essential as well as understanding systems theory as it applies to that environment.

In addition to the theoretical knowledge required of a competent school social worker, it is essential that laws, policies and procedures for schools be understood and followed. Federal laws such as Individuals with Disabilities Education Act/IDEA (20U.S.C. 1400 et seq.), Americans with Disabilities Act/ADA (42 U.S.C. 12111 et seq.), Family Educational Rights and Privacy Act/FERPA (20 U.S.C. 1232g), 1973 Rehabilitation Act (Section 504) (29 U.S.C. 791 et seq.) and other legislation are required in order to function within the school environment. State laws such as the Illinois Mental Health and Developmental Disabilities Act (405 ILCS 5/et seq.), the Illinois Children's Mental Health Act (325 ILCS 49/et seq.) the Abused and Neglected Child Reporting Act (325 ILCS et/seq.), the Illinois School Student Records Act (105 ILCS 10/et seq.), and the Illinois School Code (105 ILCS 5/et seq.) must also be understood and followed. In order to best serve the student population, school social workers must also be familiar with various rules and regulations that govern federal and state laws. Often, the school social worker is the only certificated school employee with an understanding of the practical interrelationships of all these laws and requirements. The NASW Standards for School Social Work Services can further serve as a guide to identify the professional and ethical responsibility to maintain current knowledge of the laws and regulations influencing social work practice decisions.

Needs Assessment and Implementation Procedures

School social workers play a key role in the identification of student, school, and community needs. They are in a position to identify unmet needs, gaps in the service delivery system, and educational policies that operate to exclude and/or isolate a particular group(s) of children from making the best use of what the school has to offer. Use of the social systems perspective, rather than addressing individual cases in isolation, enables the school social worker to identify and influence pervasive issues that are counterproductive to student success. Problems found within the educational setting often interact requiring the school social worker to view them as several components of a larger problem and determine how best to approach resolving the composite problem by impacting upon one or more of the components.

The identification of needs should be conducted in consultation and collaboration with members of the student services team and the school administration. This method provides multiple perspectives for viewing needs and several sources of input on how to proceed in documenting such needs. It is through consultation and collaboration with other team members, students, parents, administrators, and community groups that a plan or procedure emerges. Ideally, the needs assessment effort to determine the issues and services the school social work staff should be addressing is an element of the district/cooperative agreement needs assessment. The key elements in conducting a needs assessment are: identifying what you want to know to make a decision; determining the best source of information considering your cost and time constraints; gathering the information from existing sources (e.g., records) or gathering new information (e.g., through a questionnaire); analyzing the data; and reporting the findings. Gathering the data in a systematic fashion is essential to making the analysis valid and the reporting phase credible.

Administration and Supervision in School Social Work

Standards for school social workers have been developed and published by professional social work organizations on both the national and state level. Basic guidelines for administration and supervision have been drawn from the School Social Work Association of America (SSWAA), National Association of Social Workers (NASW), and the Illinois Association of School Social Workers (IASSW) as well as from state and federal laws and regulations. Addresses for these resources can be found in Appendices E and H of this document.

Accountability

Accountability is multifaceted and multidimensional. School social workers are professionally accountable to their employers, co-workers, and clients for the services they provide. Within these three broad areas are subgroups with which social workers also must effectively communicate. This diversity necessitates that workers develop different methods of documenting their accountability to keep the different levels of these systems properly informed.

Documenting the positive outcomes resulting from the services provided is extremely important. School social workers will find it much easier to do this if they work in a deliberate manner, set attainable goals, and educate the school system to think realistically regarding what can be accomplished. This can be achieved by setting specific, measurable goals, progress toward which is visible and reported to others. Thus, workers educate the system within which they function that major, dramatic changes are rarely achieved instantaneously. At the same time, progress can be viewed and confirmed by many.

Most school personnel believe that it is the school social worker's role to deal with the most difficult problems. The level of effectiveness in resolving these problems is one of many methods that may be used to assess the worker's accountability. Therefore, school social workers need to identify and reach agreement with significant persons in the groups named earlier (employers, co-workers, and clients) as to which potential problems/issues the worker should prioritize. For example, it is difficult for anyone to be accountable to a principal who expects the worker to be educating local community agency staff on how to best collaborate with the school system while the worker is also diligently attempting to reduce the incidence of fighting in the halls. Both are credible activities. However, in this case, the principal would likely perceive only the task he/she assigned as "accountable."

Accountability is represented in many forms. To the secretary, it means being informed regarding where the school social worker intends to be and how to reach him/her if necessary. This is especially important if the worker is deviating from the regular schedule such as in an emergency situation or when conducting a visit to consult with a community agency. A high degree of accountability is thus portrayed to others within the educational community when someone knows where the school social worker can be located and how to contact him or her if necessary.

Accountability also means providing only pertinent information. Superintendents and other central office administrators may simply require general information regarding time and effort spent throughout the district/cooperative. This information need not necessarily be specific to individual buildings served. These administrators generally expect to be kept informed regarding broad, pervasive issues and the quantity of services provided. Principals, parents, teachers, fellow student services team members, and the supervising school social worker have more of a need to know the focus, status, and impact of the workers' efforts, as well as how other individuals are involved.

School social workers also need to examine how they can respond to demands for accountability without violating the confidentiality of their clients. A great deal of information may be gathered that is helpful to the school social worker, but irrelevant to others, in understanding a particular situation. A brief illustration follows. From interviewing the child, and confirmed when interviewing the parent, the school social worker discovers that the child who acts irresponsibly at school is under a great deal of stress at home because she is forced to provide all the parenting for her younger siblings. The school social worker should relate that the child acts responsibly at home and would identify what approaches the school could attempt to increase her chances for

educational success. It would be unnecessary and inappropriate for the school social worker to share the details verbally or in a report.

The school social worker is part of the educational team. As such, regular communication of pertinent information to all levels within the system is imperative if the school social worker expects to be viewed as accountable and productive. In general, school-based social workers should routinely share only whom they are seeing, how often they are seeing the client, what the general issues are (not details), and whether or not progress is being made. This routine sharing should be explained to the client before work begins and clients (even those who are minors) should be given a chance to give informed assent.

Supervision

Professional and administrative supervision of the school social work staff and school social work program is necessary for effective and efficient fulfillment of program goals. Competent supervision promotes the staff's professional growth and the program's effectiveness. In school social work the term "supervision" incorporates activities performed in at least two spheres of influence. These are: a) administrator supervision and b) collegial supervision. Together, they provide three functions of supervision: administrative, educational, and supportive.

Administrative supervision includes the on-site day-to-day supervision of staff as they perform their regular duties. Typical staff who provide administrative supervision include the building principal, the student services program administrator, and/or the special education director. This administrator need not be technically proficient in the practice of school social work and is ordinarily responsible for supervising multiple staff disciplines throughout the school day. The administrator provides direction about administrative issues such as time management, reports, budget, documentation of effectiveness, and the correct implementation of school policies.

Collegial supervision, on the other hand, requires a specialized knowledge base and experience in the practice of school social work. School social work administrators go by a number of titles, including: lead social worker, social work coordinator, or social work supervisor. They provide both educational and supportive supervision. Educational supervision requires sufficient expertise to respond to school social work needs regarding a wide variety of practice issues such as the use of appropriate techniques, best practices, case consultation, and skill building. Supportive supervision addresses workers' morale, ethics, and job satisfaction, helping them to achieve a balance between their personal resources and the demands of the environment.

Supervisory time should be allocated on a regular basis, be sufficiently frequent to meet workers' needs, and include provision for emergency needs. A school social worker with appropriate skills and certification, designated as supervisor, should assume this responsibility. Experienced school social workers have a continuing need for professional growth. It is also the responsibility of the supervisor to provide leadership in the development of ongoing educational opportunities, in-service training, and collaborative

work experiences so as to stimulate good school social work practice. Workshops on such topics as confidentiality, legal updates, effective school social work practices, general education, education for the disabled, and community social problems are very helpful. Such ongoing staff development should be an integral part of the overall school social work plan facilitated by the supervisor. The school social work supervisor/coordinator/chairperson is the proper staff person to provide educational and supportive supervision.

School social work staffs should have periodic meetings during the year to discuss specific concerns and problems and should share in meetings designated for all educational personnel. In areas where only one school social worker is on the staff, provision should be made for meetings with other school social workers from adjoining districts or joint agreements.

Many school district and joint agreement school social work staffs are sufficiently large to require an on-staff school social work coordinator for effective programmatic operation. However, when a district's staff is too small to warrant the employment of its own school social work supervisor, educational and supportive supervision may be provided through an agreement with another school district, a group of districts, or a joint agreement. The relationship between the administrative supervision, and collegial supervision regarding the authority and responsibility of each position may vary from district to district and be addressed by articles of agreement, board policies, and/or written administrative procedures.

School Social Work Staff Allocation

The rights of **all** students in a district to have access to school social work services have been emphasized by the Illinois State Board of Education and reinforced by federal regulations regarding students with disabilities. Social and emotional problems that interfere with a student's ability to make use of educational opportunities are considered disabling. Traditionally, school social workers have addressed and served the needs of all children in the school system including children of all socioeconomic backgrounds, cultural diversity, and intellectual abilities. School social workers should be familiar with their district's policy regarding social and emotional learning (SEL) for students and consider how the social workers can contribute to its implementation for **all** students. (See Appendix K.)

Other factors that must be considered when determining the appropriate number of school social workers needed and how to allocate their services include the area covered (large rural areas require considerably more travel time than metropolitan areas) and the other community resources available to students/families. A thorough needs assessment should be conducted to determine numbers of all school service personnel required to appropriately meet student and staff needs. A needs assessment should include the characteristics of the community, educational system, student population, staff, and the community services available. Typically communities offer two types of services. Hard services provide tangible supports including the provision of food, clothing, medical help, and shelter for needy families. Soft services provide intangible

supports including the availability of tutoring, counseling, legal advice, and drug or alcohol rehabilitation. Expectations of the role and function of the school social work staff as perceived by all the groups in the school (including the workers themselves) must be addressed. School social workers then work in conjunction with administrators in setting realistic expectations for priorities and workloads based on the needs assessment results.

Many methods for allocating staff have been utilized to varying degrees of success in Illinois. The needs assessment method described above should be designed to provide sufficient data to document whether the system currently in use is appropriate or if a different method of allocating staff should prevail. Some methods for staff allocation include a) numbers of buildings served; b) numbers of students; c) number of districts served; d) students grouped by age; e) students grouped by grade level; f) number of teachers/staff served; g) types of problems/issues/concerns; h) categories of students (e.g. persons with disabilities only, gifted only, Title I eligible pupils only, etc.); i) specific expertise of the staff (one person may work better with young students and another at consultation); and j) combinations of the above. This list is illustrative, not exhaustive.

For the most effective utilization of available resources, the school social work staff should be involved in designing the needs assessment, evaluating the results, and developing a plan for allocating staff/resources. It has been shown that school social work staffs know their own strengths and weaknesses best and they will ultimately be more enthusiastic about providing services in difficult situations if they themselves participate in all of the steps in the process.

Workload Determination

Many variables affect the number of students a school social worker is able to serve. These variables can be categorized into two distinct groups. The first category of activities is driven by the 504/IEP documentation for those students receiving school social work services. This category includes:

- Student intervention time
- Consultation time
- Team meeting time
- Documentation Planning
- 504/IEP meetings
- Re-evaluations
- Travel time
- Number of sites

The second category of activities includes new student identification and educational system support. This category includes:

- New student referral meetings
- Assessment of new students
- Classroom/program consultation

- Department meetings
- In-services
- Staff Development

The amount of time devoted to each of these categories of activity is based on local educational agency (LEA) needs. Each school social worker's workload is determined by the amount and type of different services required and may change throughout the year depending on building/program needs. Once it is determined how much of the workload is needed to address each of these activities, reasonable caseload assignments can be made.

All assessment activities need to be considered when allowing adequate time for assessments in the school social worker's workload. The time needed may equal one to two days per student assessment including report writing and meeting time.

Service Priorities

This document relates many approaches by which school social work staff may increase their efficiency and effectiveness while also enhancing others' perceptions of the quality of services. Another example of how to accomplish these desirable outcomes is to list and prioritize the array of all possible services.

After conducting a needs assessment, determining the skills and expertise of the staff, and projecting the time and energy required to accomplish the school social work department's goals and objectives, a decision must be made regarding which efforts or projects should take precedence. This involves assessing each component of the department's program with regard to a number of criteria. These include, but are not limited to, the potential impact of the activity, mandates involved, cost, opportunity for success, level of need, staff time and skills required, administrative sanction, and degree of community support. A final factor to be considered in prioritizing school social work services concerns worker morale. In order to prevent professional burnout, every school social worker should be involved in at least one activity that he/she finds personally and professionally satisfying.

The general pattern for prioritizing school social work programs should reflect the following delineations depending on local needs and resources. The assessment criteria described above were employed to formulate this model of service priorities. The first item is given highest priority and is followed in descending order by those services that are of lesser priority.

- 1) Emergency/crisis intervention
- 2) Mandates
- 3) Teaming
- 4) Consultation
- 5) Referral to outside agencies
- 6) Program development
- 7) Liaison work

- 8) Staff in-service
- 9) Classroom intervention
- 10) Group work with parents or students
- 11) Individual counseling with parents or students

In utilizing this model, school social workers maximize their potential for successful and meaningful impact on the school community, while minimizing the danger of being viewed as ineffective “saviors.” Setting realistic and sensible service priorities based on maximum output provides for more rational expectations from all involved: teachers, administrators, students, and the community. It helps the individual social worker explain why one aspect of services was provided, rather than another. Without a systematic prioritization of services shared with the school administrators and staff, the school social worker runs the very real risk of being perceived as purposeless, ineffective, and ultimately, expendable.

Advocacy

School social workers function in the role of advocate for the student and his/her family within the school system and community. Historically, social workers have advocated for the rights of the under-privileged and under-represented. School social workers advocate for and facilitate change that effectively responds to the needs of students, families and the school system. School social workers strive to empower children, families, educators and others to gain access to and effectively use school and community resources.

The school social worker understands the role of advocate and possesses the skills necessary to facilitate change at all system levels. Utilizing the strengths-based perspective, the school social worker assists the child and family in identifying those services required to meet their needs. School social workers are knowledgeable of federal and Illinois education and non-education laws that affect schools, children and families. They are also aware of services and programs within the school system that support student growth and education.

The role of advocate extends to the community, where the school social worker seeks and encourages the development of and access to both hard and soft services that support students and their families. School social workers are familiar with available resources and the referral process for local community agencies serving students and their families.

School social workers support student transitions at school, home and in the community. This process may involve collaborating with other schools, family members and community agencies to encourage student success and growth.

Diversity

School social workers possess an understanding of the broad range of backgrounds and experiences that impact students' approaches to learning. School social workers help to create opportunities adapted to diverse populations of learners.

School social workers understand how culture, family, community values, individual experiences, talents, gender, sexual orientation, gender identification, language and prior learning influence students' learning. Their role also includes consulting with other educational staff to encourage an understanding of diversity and how diversity impacts students' ability to function within their educational environment.

CHAPTER III

SCHOOL SOCIAL WORK FUNCTIONS

Overview

School social workers perform a wide variety of functions, depending on the settings in which they practice. Decisions about service priorities should be based on a collaborative process between the school social worker and representatives from the school, the community, families and students. A comprehensive Needs Assessment is an excellent way to identify needs and develop service priorities.

Services can be organized according to several conceptual models. Possible services include:

- Assessment (case level or program level)
- Prevention (pre-referral activities, classroom and school-wide activities)
- Case-finding (preschool and private students)
- Intervention (individual, group, or families)
- Evaluation (case or program)
- School Involvement (committee work, in-services, or supervision)
- Community Involvement (wraparound planning, referrals, & organizing)
- Professional Involvement (IASSW, NASW, SSWAA)
- Legislative activities at the local, state, and national levels

Many of these subtypes may be broken down further, including:

- Case Level Assessment (social-emotional assessment, functional behavioral assessment)
- Program Level Assessment (Needs assessment of community or school resources)
- Classroom Prevention (social-emotional skills, stress reduction, or drug/alcohol prevention)
- School-wide Prevention (Positive behavioral intervention systems, snowflake/ball, character education programs)
- Preschool child find (community education & screening)
- Private School child find (collaboration & screening)
- Individual intervention (behavioral intervention planning, counseling, or referral)
- Group intervention (support groups, peer self-help groups, pair therapy, referral, whole classroom presentations)
- Family intervention (parent education, parent support groups, referral)
- Case-Level Evaluation (evaluation of individual, group or family interventions)
- Program-Level Evaluation (evaluation of classroom or school-wide programs)

Some of the activities fall into the category of mandated services that are authorized and regulated by state and federal laws for provision of appropriate educational services to all students. These mandated services include participating in early intervention student support committees, conducting assessments for students being evaluated for special education, providing services defined by Individual Education Plans and "504 Plans," and reporting suspected child abuse. Additionally, school social workers are named in both federal and state statutes as conducting functional behavioral assessments and developing positive behavior interventions.

Some school social workers are employed exclusively to provide mandated services having little opportunity to provide the other identified school social work functions. Others do very little in the area of mandated services because other school social workers are employed to provide the mandated services. Most school social workers perform a blend of all functions with great variation in the relative amounts of time devoted to the respective functions.

Finally, all school social work functions can be provided at several levels, focusing on different target groups. School social workers work with students, school and/or district staff, families, and the community in which the school is a part. Again, the relative importance of each target group in an individual practice setting is best determined through consultation with representatives of these groups.

The following section is designed to give examples of the kinds of services that school social workers provide within each of the general categories listed above. These examples are not intended to define every activity that might be performed in any kind of setting, but rather to give a descriptive picture of the many-faceted activities that are commonly included in the school social worker's role.

Referrals for School Social Work Services

Students are referred for social work services for many reasons. Anyone can refer a student to the school social worker. Most referrals come directly from teachers. Students are also referred through the Student Support Committee (SAP/TAT/pre-referral intervention team), other school personnel, community agencies, parents, friends or they may be self-referred.

Some school social workers use a referral form. Samples of referral forms for all three building levels are included in this manual. Some individual school social workers, however, may prefer to develop and use a referral form of their own.

Consent for School Social Work Services

Students who refer themselves for school social work services may prefer their parents be unaware that they are seeing the school social worker. If the student is a regular education student, no initial parent permission to serve the child is mandated. The Illinois Children's Mental Health Act of 2003 (405 ILCS 5/et seq.) requires that written permission from the parent/guardian is required for on-going social work services,

however. (On-going is defined as more than 5 contacts during which services are provided, either individually or in a psycho-educational group.). The age of the child, the nature of the problem, and the extent of services to be provided to the child must be guiding factors in arriving at a professional decision of whether to obtain parent permission to serve the child **before** the fifth contact with the student. (It should be noted that, according to the Illinois Mental Health and Developmental Disabilities Act (405 ILCS 5/et.seq. section 3-501 a), minors between the ages of 12-17 are allowed to receive up to five 45-minute sessions of counseling before the worker makes a service decision. Parent permission is required for more than five sessions.) The student should be informed early in the counseling process that parent permission will be required after the fifth contact, at the latest. It is possible to express the child's needs to the parent in such a way that the child can be served with parent knowledge and not infringe upon the client/professional relationship which the child is seeking when referring to himself/herself.

In considering the issue of parent permission, a distinction must first be made as to whether an individual child is identified as 1) a regular education student, 2) a special education student, or 3) is in the process of being evaluated for special education services. When a child is in the process of being evaluated to determine his/her need for special education services or is already identified as a special education student, the parents must participate in the writing of the Individual Education Program (IEP). Thus, for on-going social work services to be provided to an IDEA eligible student, the services must be identified in the IEP with goals, objectives, and time-lines specified.

Under certain circumstances a school social worker may serve a child with an IEP without the service being written into an IEP. The special education rules specify that parents must be notified when the child's program is going to be substantially altered. Thus, when the school social worker sees a child on an intermittent basis at irregular intervals, the school could show that the child's program is not being substantially altered and therefore the identification of services on an IEP would not be necessary. At the point in time when services would be rendered on a regular basis, such service needs to be identified on the IEP.

No parent consent is necessary for the school social worker to consult with other staff regarding a specific child. Since the school social worker is an employee of the district, he/she is a resource to people seeking the school social worker's expertise. Consultation is a service provided to all staff. Social workers should bear in mind, however, that the best practice in confidentiality limits the disclosure of personal details when providing consultation to other staff at the school unless a "Consent to Release Information" has been signed by both the child and the parent. For example, the school social worker could tell the teacher that the child's recent behavior changes were due to a number of crisis situations that the family was experiencing without having to disclose the personal details and betray the trust of the family and/or the child. If pressed for more specifics, the school social worker can explain that betraying the child's trust to keep the details confidential could jeopardize the child's willingness to accept further counseling during this difficult time.

District and cooperative agreement school social work staff are strongly urged to develop written policies governing professional practices in this area. Written policies assist every one to better understand issues and provide a forum for discussion of issues rather than personalities.

Working with Individual Students

Working with individual students in the school setting is not unlike working with individuals in any other setting. The interpretation of this activity to the rest of the school community, however, may be quite different. Most school activities are group-based. Therefore, the purposes of one-to-one activity may need to be defined for school personnel, especially for the classroom teacher. There is often an unrealistic expectation that if the school social worker sees the student in a treatment relationship, the student should be quickly “cured.” Realistically, the student may often exhibit greater problems for a period of time before positive change is observable. This phenomenon needs to be explained to other school personnel. The use of measurable goals will make it possible to demonstrate progress to teachers when complete goal attainment has not been achieved.

School social workers assist in addressing problems that affect school functioning. Not every student with a presenting problem is appropriately served by a school social worker. Problems that affect the child but have no adverse affect on the child during school are best addressed by outside agencies and/or outside providers.

Seeing the school social worker can be viewed as either a reward (e.g., attention-getting) or a punishment (e.g., stigmatizing) by both peers and adults. Careful interpretation of the real purposes for serving an individual student will prove beneficial to the student’s progress. The impact of the attitudes of peers and adults in authority, such as teachers, deans, and principals, toward the relationship needs to be addressed from the onset.

Some students, regardless of age, are reluctant to confide in the school social worker. Time is needed to build a trusting relationship in which the student feels comfortable to meaningfully discuss pertinent issues. An appropriate technique often employed to foster confidence and a secure feeling includes the use of games, hand puppets, or individual activities such as playing catch or shooting baskets with the worker in the gym or on the playground. Other workers incorporate the use of art projects or tutorial activities for the same purpose. The school social worker that utilizes these techniques should make a concerted effort to interpret them to the rest of the school staff. This process ensures mutual understanding and effort directed toward the student gaining the most benefit from the school experience.

Working with Students in Groups

School social workers often prefer to form groups in order to provide direct service to a larger number of students than they could serve through individual counseling. A group should be organized in response to a clearly identified and expressed need. This purpose must be made clear to all involved - teachers, administrators, and group members. For

example, the goal of a divorce care group might be, "To help each other understand and cope with the feelings about parental divorce." Lack of clarity or differing views of the purpose can quickly cause the effort to fail.

The school social worker must make every effort to insure that group work goals and educational goals are consistent. Staff and interested community people may not always understand that the focus of the group work activity is educationally related. This necessitates explaining to them how the group process will enhance the student's ability to gain from his/her educational experience. School social workers can facilitate understanding by including a discussion on groups in the school setting at an in-service for staff prior to instituting groups. Whether or not workers have conducted a formal in-service, however, they should seek out input from staff regarding the purpose, duration, composition, and prospective ground rules prior to initiating a new group. Seeking input from others tends to foster support and thus offers a greater likelihood for success.

For a group to be successful, it must be designed to meet the school district's objectives. However, no group can succeed unless the participating students perceive that their needs are being met as well. Once the group's potential composition has been determined, the experienced group worker will screen each student in order to make an evaluation of each student's suitability and to allow the student the opportunity to determine whether he/she desires to participate. Attention should also be given to principles of group composition, e.g., if all the students have identical problematic behaviors, the group may not have enough diversity to support change for individual members.

Successful groups are goal-oriented, time-specific, and are comprised of a manageable number of participants. The school social worker should schedule the group for a time that will cause the least loss of academic work for each student (e.g., before school, during recess or lunch, or after-school). This will often result in the teachers and parents having a more positive outlook on the benefits of sending their students to the group.

Another approach to working with large numbers of students utilizing group processes and techniques is to work with an entire classroom. In this way, the school social worker can in-service the teacher about various, appropriate group processes and classroom management approaches while working with the class. A total class group may be conducted with the teacher as a co-leader, or at least as an observer. Teachers often find that after collaborating with the school social worker they are much more aware of the process and how it relates to the educational setting. Often, they will seek out the school social worker as an ongoing consultant.

Crisis Intervention

Following some highly publicized traumatic events that have occurred in school and community settings in recent years, most schools have developed crisis intervention plans and crisis teams to assist in emergencies. It is important that the school social workers and other SSP members are familiar with the procedures to be followed at their

school and help ensure the procedures are reviewed annually. When traumatic events occur, there need to be clear procedures for activating the crisis team, notifying faculty, informing students, handling parental concerns, managing media contacts, etc., so as to avoid further trauma to the students and faculty and to facilitate a return to normal operation as soon as possible.

Students or staff exhibiting signs of intense emotional distress may need immediate crisis intervention when the intensity of this distress is such that the student is unable to maintain an educational focus in school. Obvious examples include school or community tragedies, a student suicide, or other “public” event. More often, a teacher, a staff person, or another student may observe the student being distraught, or students may refer themselves, especially if they have a previous relationship with the school social worker.

At the secondary level, the distress may be about a romantic break up, the threat of getting into a fight after school, finding out one is pregnant, concern about a family member's substance abuse, a major conflict with a parent, a major disappointment or humiliation, etc. At the primary level, the child may be reacting to domestic violence, learning about his or her parent's plans to divorce, a major illness or hospitalization of a family member, a major conflict with a peer or parents, etc.

Generally, crisis intervention skills useful in other settings are also appropriate in these situations. The school social worker may want to include familiar people in the sessions such as a teacher, another sibling, or friend depending on the need for confidentiality and the nature of the situation.

Students can be pulled out of class if it is indicated. However, school social workers should apprise the teachers that a crisis situation exists and give further information when appropriate as time allows. School social workers need to be aware of how teachers feel about interruptions so the entire process works well for everyone and brings as little attention to the student as possible.

Collaboration

A major role the school social worker must play in the current educational system is to provide collaboration with staff of other disciplines in the school system. It is important for the school to be proactive in helping students to be successful in their lives at school. In order to be proactive, the school must improve coordination of services so as to eliminate duplication of services and to avoid students falling into the gap. By utilizing collaboration, the school social worker has the potential to affect the entire classroom or the school buildings for years to come by being a catalyst for improvement.

Collaboration brings professionals of different disciplines together to share their ideas or results from formal and informal interactions with students. Collaboration offers an opportunity to share alternatives designed to reduce or eliminate a problem. The teacher must always have the freedom to reject suggestions. In order to maintain credibility, the school social worker must be able to view the problem from the other

person's point of view while keeping in mind the constraints that the classroom and the public school setting place on the situation.

The school social worker's first step is to make sure he/she really understands the problem. In other words, the worker must listen to what is said and to what is not said. The worker must be aware of the environment of the problem and other factors that may contribute to the problem and the manner in which it manifests. School social workers are uniquely qualified to consider the student's home life and the potential it has to affect the student socially and academically. Developing strategies to deal with a student's difficulties in the social, academic and behavioral arenas may require input from more than one discipline. When professionals each apply their expertise from their discipline, a greater array of alternatives is developed. A realistic consideration of consequences to the alternatives must also be considered. Determining if the appropriate resources are in place or can be made available must be appraised realistically. Finally, suggested solutions have to match the characteristics of the person charged with implementing them.

For collaboration to be successful in the school, teachers need some time for planning and need an environment of openness to exist so that new approaches can be implemented. Collaboration among school professionals can reduce polarization between regular education and special education teachers and possibly impact the number of referrals for special education evaluation for severe learning and behavior problems in the later grades. It also will increase the meaningful participation of regular education teachers in IEP creation and implementation.

Third Party Billing

An agreement between the Illinois Department of Public Aid (IDPA) and the Illinois State Board of Education (ISBE) became effective in July of 1991, and amended in December 1994, permitted LEAs to bill Medicaid for services provided to students with IEPs receiving such services as occupational therapy, physical therapy, audiology, speech and language, nursing, medical, psychological, social work and special transportation. A joint system for processing claims and payments has been developed by IDPA and ISBE. The LEA enrolls with the DPA as a Medicaid provider and separately signs an agreement with ISBE regarding certifying local tax dollars available for federal match, certification of staff providing the Medicaid services, submission of properly prepared invoices, maintenance of adequate documentation, and use of funds. It is the responsibility of the therapist to document services provided, dates of service, procedure codes, duration of each session, and diagnostic code. If school social workers hold the LSW license, their district may bill for their services as Qualified Mental Health Professionals (QMHPs). If school social workers hold the LCSW license, districts may bill at a higher rate for their services as Licensed Practitioners of the Healing Arts (LPHAs). Social workers should take responsibility to ensure that the business office has a copy of their licenses. The LEA is responsible for the actual billing mechanism. Issues or concerns regarding the billing of educational services through funding sources for medical services should be addressed in the district or by contacting the ISBE for

clarification and resolution. Medicaid billing is evolving in schools and readers need to continue to be educated regarding third party funding in relation to each LEA policy.

CHAPTER IV

SCHOOL SOCIAL WORK ROLES IN SPECIAL EDUCATION

School-Based Student Assessment Teams

One intent of special education legislation is that, wherever possible, students' needs should be met in the regular education program. Students should be referred for assessment and possible special education services only after the resources of the regular education program have been fully utilized and are clearly unable to meet their needs.

To assist regular education teachers to meet the needs of their students, intervention teams (often called child study teams, student support teams, pupil services teams, etc.) have been developed in many Illinois school districts. The purposes of the teams are to:

1. help teachers conceptualize and understand the nature of individual children's learning and behavior problems.
2. provide immediate and helpful support to teachers who are trying to individualize instruction.
3. improve follow-up and evaluation of mainstreaming efforts.
4. increase attention to referrals at the building level, reduce the number of inappropriate referrals, and utilize special education personnel more effectively.

When a student is experiencing academic or behavior difficulties, the classroom teacher attempts to modify the problem. A parent-teacher conference will occur to make the parents aware of the classroom situation. If the modifications are not successful, the classroom teacher will refer to the school-based intervention team. This multidisciplinary team is typically comprised of three or four teachers, the parents of the student being discussed, a building administrator and student services personnel (school social worker, school psychologist, guidance counselor or school nurse). The team's task is to hear the concerns, discuss student needs, and plan as a team specific interventions to implement. Federal and state legislation mandate that the team identify research-based interventions to address the academic and/or social and behavioral needs of students. A number of possible interventions may be planned that would involve various members of the team e.g., the school social worker may provide counseling to the student and the school nurse may be enlisted to talk with the student and parents about nutritional concerns. When utilized properly, this approach reduces unnecessary referrals for special education evaluations.

The team develops a monitoring system to measure success of the intervention strategies including who will be implementing which intervention, methods of intervention, and

timelines. Recommendations by a school social worker need to be practical, relate to the classroom curriculum, and be able to be provided to all students in the regular education classroom. These recommendations may be sufficient to meet the concerns about the student and no further involvement is necessary. Follow-up meetings are scheduled to monitor progress. If several interventions have not resulted in the remediation of the problems, then a referral for special education evaluation is considered. It is important to consider the degree to which the problem is resistant to the interventions attempted rather than setting an arbitrary number of interventions (such as three interventions tried for two weeks each). If a referral is necessary, parents are notified and current information is reviewed and additional assessments are indicated. An evaluation either as part of a 504 plan or special education assessment may be initiated. The recommendation for an evaluation is always a team decision.

System Consultation and Screenings

As part of a system consultation, observations of a sequence or an activity performed by all students is allowed without parental consent. The purpose of these observations is to help students maintain themselves in the regular educational program. These observations must be conducted within the context of a typically occurring activity, and suggestions could be applied to all students in the program. The use of screenings to differentiate instruction in the regular education classroom does not require parental permission.

Screenings may be provided to individual students for **instructional** purposes, and the district or LEA must clearly differentiate this screening from referral and evaluation procedures. The function of instructional screening is to maintain students in their regular education environment. Screening for instructional purposes is driven by the same parameters that guide classroom instruction. These parameters may: a) include conducting skill or curriculum based assessments, b) be either intrusive or non-intrusive, c) be child specific or group specific, d) not be timeline driven, e) be considered part of the routine LEA provision of services. As such, forms and terminology other than those used in special education must be utilized.

Ordinarily, norm referenced measures are **precluded** when conducting an instruction assessment because the purpose of norms is to compare one student with other students for the intent of inclusion/exclusion rather than identifying beneficial instructional strategies. The LEA should have written procedures that include non-intrusive approaches, such as observation of the child, assessment of instruction materials used, consultation with the teacher or requesting agent, or a conference with the child. While the consideration of these data may eventually assist the LEA to determine that a specific student requires a Case Study Evaluation, the data must be originally collected and utilized with intent to improve instruction.

When the building team becomes involved to assist a student, occupational therapy and/or physical therapy may also assist in a pre referral problem solving process. Either discipline may assist in determining strategies to enhance student function. This exception may assist in determining strategies to enhance student function.

Occupational therapy and physical therapy involvement in this problem solving process is dependent on the LEA policies and procedures.

Social-Emotional Assessment

The student assessment most frequently performed by school social workers is the social-emotional assessment. The purpose of the social-emotional assessment is to assist the educational team to understand the student, his/her in-school and out-of-school behavior, and how the many environments impact on the student so that team members may develop the best possible educational plan for the student. The focus of the assessment is on the present with history mentioned only to the degree that it is significant to the student's current and future functioning in the school setting. The social-emotional assessment is comprehensive. The school social worker takes an ecological look at the student taking into account strengths and weaknesses. School social workers should attempt to triangulate their sources of information and their methods of assessment. Recommended sources of information include the child, the teacher, and the parent. This process of involving the parents and the student in the completion of the social-emotional assessment gives them both a chance to have a voice in the evaluation process. The school social worker gives the student and the parents a chance to not only provide the "facts" but also a chance to have their opinions and feelings presented as part of the evaluative process. The home visit is an important element in assessing the student's environment. Recommended methods include interviews, direct observations, and adaptive behavior scales. The following are essential components of a social development study/social assessment:

Student Interview

The purpose of the student interview is to obtain the student's perceptions of the school, home, and community environments. Of particular concern are the student's perceptions related to the reasons for referral. All students should be asked questions phrased so that they are age-appropriate. The interview questions should be consistent and designed to obtain the child's perceptions regarding his/her attitude toward school, peers, school rules, how he/she gets along with teachers, what subjects he/she doesn't like, etc.

Parent/Guardian Interview

The purpose of interviewing the parent(s)/guardian(s) is to ascertain their perceptions and provide them with an opportunity to express their issues and concerns. The interview should be based on a set of questions to get at the specific issues related to the reason for the student's referral for an evaluation. The interview should be designed to obtain the parents' perceptions regarding their attitude toward education in general, their student's experiences in school and community settings, their perspective concerning any problems the student may be experiencing at school, at home, or in the community. The interview may be utilized to identify pertinent health, social, and cultural information that will assist the evaluation team to determine appropriate services for the student. The

interview allows for communication between the school and the parent/guardian and affords the district the opportunity to respond to the parent/guardian's questions regarding kinds of services that are available, regulations or timelines, and other such issues.

Cultural Background Assessment

The purpose of the cultural background assessment is to determine how the student's culture or linguistic background affects his/her ability to function in the school, as well as to determine if the school and community are responding to the student appropriately. One example of the impact of cultural background is the student of a particular race or ethnic origin from a large urban area moving into a very rural school district. In this instance, the student may be the same race and ethnic origin as the people in the community, but the "culture" of the urban area is so divergent from the culture of the rural area that this in itself creates problems or has the potential to create problems.

Some of the typical questions that need to be addressed when completing this activity include the following: language spoken in the home, ethnicity, socioeconomic status, how student behavior is consistent/inconsistent with family culture, how school expectations conflict with cultural expectations, family linguistic norms (e.g., Black English or ebonics).

Adaptive Behavior Assessment

The school social worker needs to be competent in adaptive behavior assessment. A simplified definition of adaptive behavior is the effectiveness with which an individual functions independently and meets culturally imposed standards of personal and social responsibility across different settings. A sampling of the domains usually represented in an adaptive behavior instrument includes perceptual-motor, communication, daily living skills, socialization, application of academic principles, both inside and outside the school environment, and personal responsibility.

The school social worker is often identified as the professional who is to conduct the adaptive behavior assessment because of the need for consistency in data collection and interpretation as an outgrowth of the formal training in patterns of normative behavior and cultural diversity. The ecological approach utilized by school social workers enhances their ability to assess data from multiple environments. For a clear picture, information must be obtained regarding home, school and community areas.

Assessing a student is extremely important in order to insure that students from minority and culturally diverse groups are not represented disproportionately in special education classes and students of all ages and cultural backgrounds are appropriately diagnosed and placed. Administration of an instrument is typically conducted through interviewing the parent(s) and teachers while collecting other

data for the social developmental study. Great care must be taken to administer a given instrument appropriately.

The school social worker should weigh the following criteria when reviewing adaptive behavior instruments that are being used or considered for adoption.

1. Domains assessed
2. Norm group used to develop instrument
3. Instrument reliability and validity
4. Group for whom instrument is suited
5. Date instrument was most recently updated
7. Ease of instrument administration
8. Method of instrument administration
9. Length of time needed to administer instrument
10. Ease of scoring and interpreting instrument

At least three ways currently exist for the school social workers to assess a student's level of adaptive behavior. They include utilizing non-normed measures, normed instruments, and a combination of the two. In all cases, merely collecting data without evaluating and reporting what the data means is of little benefit. Simply reporting a computer generated set of scores is not an adequate means of representing a student's adaptive behavior either. The school social worker that collected the data is in the best position to interpret the data because throughout the data collection process he/she has made mental as well as written notes, which have bearing on the specifics of the data. Other individuals who would review the raw data would be missing this major element and will be unable to evaluate it properly. The assessment of adaptive behavior is essential when conducting a nondiscriminatory evaluation. Refer to Appendix F for a list of frequently used assessment instruments.

Report Writing

A written report from each of the evaluators involved in the student's assessment documents information obtained and the procedures followed during the evaluation. These reports should be problem and/or issue focused, educationally relevant, succinct, devoid of educational jargon, and written in language readily understood by educational staff and parents. Raw evaluation data or completed questionnaires are not considered reports and should not be included. In all cases, merely collecting data without analyzing and reporting what the data means is of little benefit. For all written reports addressing any single domain or combination of domains, the following format is recommended:

1. Include basic demographic data
2. Identify reasons for the original referral.
3. Identify the sources used.

4. Identify the assessment methods used.
5. Relate only educationally relevant findings organized under meaningful subheadings.
6. Close with suggestions that can be used by the school personnel to benefit the student's educational experience regardless of whether the conference subsequently determines the student eligible for special education and related services. These suggestions should be for appropriate programming and services not disability classification or placement options. Suggestions should focus on accommodations, and/or modifications. Accommodations are interventions that support a student in completing the same tasks as other students, but with changes in timing, format, setting, presentation, or response (e.g., extra time to take a test). Modifications are adjustments which change the substance of a task so that it becomes an alternative standard (e.g., having a 5th grade student read a 3rd grade book). At no time should an individual report state the author's recommendation of a student's eligibility for special education. Making recommendations for outside services (e.g., counseling) may result in the district having to pay for such services. School social workers are on safer ground to suggest only that the student “may benefit” from outside services. This determination may only be made collectively by the entire IEP team.

IEP Writing

Purpose of Special Education

IDEA 1997 legislated that the long range purpose for providing special education and related services is for all students to be able to a) become employable and b) live independently. Therefore, the following areas of writing an IEP must be thoroughly understood and practiced effectively while maintaining the legislated purpose in mind.

IEP Content

IDEA 2004 simplified IEPs . For students who only have accommodations, the IEP contains (a) the present levels of academic achievement and functional performance, and (b) a statement of measurable annual goals, both academic and functional.

Key components of the levels of academic achievement and functional performance are:

1. Directly relevant to diagnostic information
2. Stated in terms of student strengths and weaknesses
3. Stated without utilizing scores
4. Describe adverse effect(s) on educational performance
5. Current as of the date the IEP is written
6. Stated in clear, concise, user-friendly language, and
7. Written for academic and non-academic areas of need

Goals must:

1. Address the deficits using positive terms
2. State targeted deficit area(s)
3. Be achievable in one year or less
4. Be stated in clear, concise, user-friendly language
5. Contain observable conditions
6. Be written for each deficit area
7. Stated in measurable language, and
8. Clearly identify all service provider(s), service quantity(ies), service frequency(ies), and service location(s)

For IEPs written for students who also have modifications aligned to alternative standards, Short Term Objectives/Benchmarks must:

1. Be stated in measurable language
2. Have a timeframe stated that covers less than one year
3. Utilize action words
4. Describe a subskill of a goal
5. Presented in sequential order
6. Collectively illustrate logical progression through subskills to goal accomplishment
7. Clearly state all conditions necessary to achieve objective including support(s) and accommodation(s)
8. State performance criteria in observable terms
9. Performance criteria must match goal
10. Performance criteria are achievable
11. Performance criteria are not arbitrary
12. Clearly identify conditions for change in service level/provider, and
13. Clearly identify all service provider(s), service quantity(ies), service frequency(ies), and service location(s)

While these requirements have evolved for over 25 years, school social workers can help IEP Teams stay focused on the task at hand and do the IEP in the proper order. In this way, the team can meet the legislative purpose of creating an educational program for each student to become employable and live independently.

When social or emotional factors must be addressed in the student's IEP, the goals should be selected from the ISBE Social Emotional Learning Standards (Appendix K).

CHAPTER V

ADDITIONAL ASSESSMENTS

Overview

In order to address behavioral and/or social-emotional concerns in the school environment, school social workers also assess student functioning in multiple environments. This may include functional behavior assessments, formal and informal observations, consultation with others such as community mental health and medical professionals, and the use of standardized instruments. School social workers analyze and interpret information gathered through the assessment process.

Another area is the assessment of students regarding their own safety and the safety of others around them. School social workers have always assessed students in regards to self-harm working towards the goal of protecting students from danger. School social workers have used a variety of formal screening instruments as well as developing informal protocol in these situations. The assessment of students in regards to their being a potential source of violence towards others in the school community is becoming common. School social workers play a significant role in the arena of school safety. The prevention of school violence is in part an assessment issue.

Program Assessment

School social workers may be involved in program assessment in several ways. They might participate in formal or informal evaluation of programs currently in existence in their schools or districts. They might also participate in a formal or informal needs assessment process to determine needs and priorities for new and existing programs. Training in research methods is basic to school social work education programs in Illinois, and school social workers can make an important contribution to the betterment of their schools and/or districts through their participation in program assessment. School social workers understand the school as a system and are able to assess the broader needs of the school community based upon those theories.

Functional Behavioral Assessment

The Individuals with Disabilities Education Act requires that special education students have special protections with regards to discipline procedures. IDEA 1997 required a functional behavioral assessment (FBA) for each child in special education whose behavior prompts removal of more than 10 cumulative school days. A functional behavioral assessment is aimed at understanding the purpose or effect of the behavior and provides information that is incorporated into the child's IEP. Three important considerations are: a) The function of the behavior is its underlying motivation or "payoff" that the student gets; b) Most functions are not inappropriate (to access, to

avoid, or sensory stimulation); and c) Behavior may serve multiple functions simultaneously.

There are five principles to follow in conducting an FBA. First, behavior should be addressed ecologically – understanding that similar behaviors obtain different reactions in different contexts. Second, behavior should be assessed across multiple contexts, including those where it does not occur. Third, behavior should be assessed from multiple theoretical perspectives, not just behavioral theory. Fourth, behavioral assessments should result from interdisciplinary collaboration. Finally, while IDEA mandates an FBA for students at risk of being suspended for more than ten days, they are best used whenever a student’s behavior impedes his/her own learning or those around him/her.

The functional behavioral assessment can be done using both direct and indirect assessments. Direct assessments include direct observation of the student in multiple contexts, recording the immediate antecedents that initiate or “set off” the behavior and the immediate consequences that serve to reward or maintain the behavior. Indirect assessments utilize interviews with the teacher, parent(s), or the student to determine the motivation behind the behavior. The FBA should culminate in a collective hypothesis about the purpose of the behavior. The goal of the FBA is not behavior modification but education about appropriate ways that students can obtain their goals.

A functional assessment should include the following components:

1. A detailed description of the target behavior of concern including data on the intensity, frequency, and duration of the behavior;
2. A description of the settings in which the behavior occurs and an analysis of antecedents and consequences of the behavior;
3. A description of the environmental variables that may affect the behavior (e.g., medication, medical conditions, sleep, diet, schedule, social factors);
4. An examination and review of the known communicative behavior and the functional or practical intent of the behavior;
5. A description of environmental modifications made to change the target behavior; and an identification of appropriate behaviors that could serve as functional alternatives to the target behavior.

NOTE: A functional assessment does not constitute a special education evaluation. If, as a result of the functional assessment, the student's eligibility for special education services is questioned, an Individualized Education Program (IEP) meeting must be convened. In addition, a full and individualized evaluation should be conducted, when conditions warrant, as specified in 23 Illinois Administrative Code, Part 226.

A sample Functional Assessment Summary Form is provided in **Appendix D**.

Behavior Intervention Plans

IDEA also requires that school social workers "assist in the development of positive behavior intervention strategies" for students whose behavior impedes their own learning or that of others. In Illinois a student who requires certain restrictive disciplinary actions on an ongoing basis to manage behavior must have a plan to describe how the function of the behavior will be handled. The behavior intervention plan (BIP) is part of the student's Individualized Education Plan (IEP), and can only be implemented at an IEP meeting.

The purpose of the behavior intervention plan is to ensure that students are not removed from the learning environment unnecessarily. There are three important considerations in developing a BIP. First, it must be based on measured baseline data for it is impossible to measure important changes without knowing where the child began. Second, all strategies should have the informed consent and involvement of the parents and the child as appropriate (children with developmental delays may be unable to cooperate in the plan). Third, the BIP must be implemented with integrity, meaning that environmental supports must be provided if the student's behavior is expected to change.

An effective BIP has five essential ingredients. First, if there are any skill deficits (e.g., peer refusal skills), these must be taught. Second, if there are antecedent conditions that place a child in jeopardy (e.g., placing a child with ADHD next to the window), these conditions must be changed. Third, the consequences that serve to reward or maintain the behavior (e.g., avoidance of work) must be altered. Fourth, auxiliary supports (e.g., parent training) should be in place. Finally, a list of those responsible for the implementation of the plan should be listed.

School social workers have several roles in this process. As advocates for students the social worker should be aware of the need for behavior plans to ensure that students are receiving the most appropriate interventions. This may include identifying which students require behavior plans. Secondly, social workers may participate in the functional assessment process, including direct observations of the student. Particularly social workers have skills in determining the psychological functions inappropriate behavior may serve.

Finally, social workers should be a part of writing the plan. Advocating for the least restrictive interventions to meet the needs of the student is particularly important. Formulating or advising teams of possible incentives and creative consequences are also a role of the social worker.

Behavioral Intervention Plan Elements

Section 14-8.05 of the Illinois School Code requires that policies and procedures include criteria for determining when students with disabilities may require a behavioral intervention plan. Each student receiving special education services who requires the use of a restrictive procedure (e.g. more than two days in a thirty-day period) should have a written behavioral intervention plan developed by the IEP team and included in the student's IEP. Prior to writing the new behavioral intervention plan, the IEP team should review previous IEPs and discuss previous interventions attempted and their results. This plan should include the following:

1. A summary of the functional assessment findings;
2. A summary of previous interventions attempted;
3. A detailed description of the behavioral intervention(s) to be used to develop or strengthen alternative, more appropriate, behaviors (e.g., personnel involved in the intervention, all procedures used, data collection and monitoring procedures);
4. A detailed description of any restrictive procedures to be used (e.g., personnel involved in the intervention, all procedures used, data collection and monitoring procedures);
5. A list of measurable behavior changes expected and method(s) of evaluation;
6. A schedule for review of intervention effectiveness; and
7. A list of provisions for coordinating with the home.

The behavioral intervention plan is a critical element of any successful behavioral intervention. Districts are urged to strongly encourage all personnel who use behavioral interventions to routinely employ these steps when planning interventions. District training efforts should be directed toward this goal.

A sample Behavioral Plan Summary Form is provided in **Appendix D**.

Strategy Selection

The selection of an intervention for use with an individual student or group of students should be based on information derived from the functional assessment. Before an intervention is selected, a continuum of possible interventions designed to produce the desired behavioral change(s) should be considered. The least restrictive intervention that is reasonably calculated to produce the desired effect should be selected for implementation. When evaluating an intervention for possible use, Section 14-8.05 requires that the impact of an intervention on the student's physical freedom, social interaction, personal dignity, and privacy must be carefully considered. The following additional issues should be considered when evaluating a potential intervention:

1. Speed and degree of effects. How rapidly and to what extent will the intervention impact the presenting problem(s)?
2. Durability. Is the influence exerted by the intervention likely to be long-lasting or permanent?
3. Generalization. Is the influence exerted by the intervention likely to extend to a range of settings?
4. Side effects. What negative side effects are likely to occur as a result of the intervention?
5. Empirical/clinical validity. Does the intervention have a reasonable scientific and clinical basis for use in attempting to influence this behavior for this person?
6. Social acceptability. How easily can the intervention be implemented without stigmatizing or otherwise devaluing the person experiencing the intervention?

Intervention Implementation

Section 14-8.05 requires the district to ensure that a behavioral intervention is carried out as prescribed in the behavioral intervention plan, in accordance with generally accepted professional practices, and consistent with local written district policies and procedures. This involves training teachers, aides, and other personnel in the use of behavioral interventions and the ongoing monitoring of the intervention procedures. The use of more restrictive procedures requires greater planning, documentation, and supervision. Recommended guidelines for implementation of behavioral interventions are presented in Table 1.

Request for Assistance under Section 504

Under Section 504 regulations, school social work assistance can also be requested for a student who is not in special education. This request comes through a building team problem solving process. During this process it is determined whether an assessment is required to assist in identifying appropriate accommodations or interventions. Ongoing review of the 504 Plan must be conducted at regular intervals according to LEA policy and procedures. Best practice suggests this plan should be reviewed at least annually.

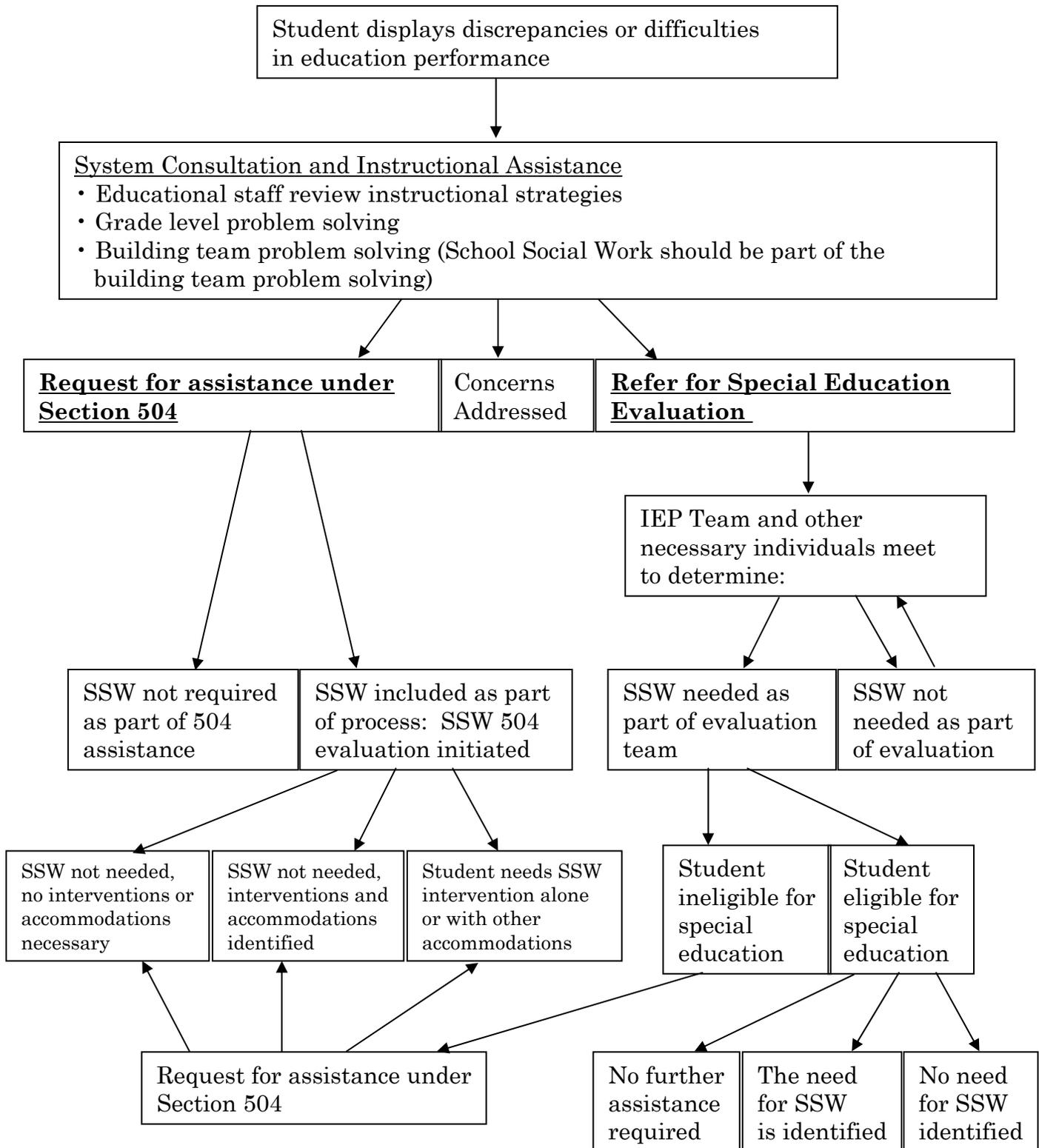
To receive accommodations or interventions under Section 504 the following must be determined:

1. The person has a physical or mental impairment, has a record of such an impairment and/or is regarded as having such an impairment.
2. The impairment substantially limits one or more major life activities, which adversely affects the student in the educational environment.

Local LEAs may define the above terminology and must have written procedures that school social workers should follow.

Accommodations may include direct therapy intervention, adaptive equipment, consultation interventions, environmental adaptations, parental consultation, and instruction to staff. Interventions provided within local educational agencies must enable students to benefit from their educational program. LEAs must have written procedures for implementing 504 and special education clearly delineating proper application of each, how they are similar, and how they differ. Students' eligibility for school social work service under 504 is then based on an assessment of the accommodation as an intervention needed by the student in order for the student to effectively participate in major life activities as defined by the educational team rather than a function of their medical diagnosis.

School Social Work Identification of Students with Disabilities



CHAPTER VI

MANDATED REPORTING

School social workers are among the professionals who are required by the Abused and Neglected Child Reporting Act to report any cases of suspected child abuse, neglect, and at-risk situations to the Illinois Department of Children and Family Services (DCFS, 1-800-25-ABUSE). The following information is summarized from *Reporting Abuse: It's Everyone's Responsibility (1998)*.

Duties of Mandated Reporters

As defined by the Abused and Neglected Child Reporting Act (325 ILCS 5/4) and DCFS publications, school social workers must report to either DCFS or the local law enforcement agency when, acting in their professional capacity, they have reasonable cause to suspect that a child under the age of 18 a) has suffered nonaccidental physical injury or an injury which is at odds with the given history; b) is in a condition resulting from maltreatment, such as malnutrition, by the person responsible for his health, welfare, or care, or by someone to whom the responsible person gave access; c) has been placed by the responsible person at imminent risk of serious harm by an act or failure to act; or d) has been neglected. School personnel are also expected to report any situation involving the sale, transfer, or distribution of controlled substances to a minor. This list of reportable actions is not meant to be exclusive, due to the continual refinement of the law surrounding abuse and neglect. It is important to maintain current knowledge through inservice and professional development opportunities.

An oral report must be made within 24 hours of the alleged abuse and a written one 48 hours after that, both to the hotline. A law enforcement agency must immediately notify DCFS when it receives an oral report. Likewise, DCFS must notify the appropriate law enforcement agency within 24 hours whenever it receives a report indicating that a child has (a) died; (b) been sexually assaulted; (c) suffered brain damage, or loss of or serious impairment of a bodily function or organ; (d) been sexually exploited; or (e) suffered nonaccidental physical injury.

If the abuse or neglect was allegedly committed by a staff member of an institution caring for the child or a school, the reporter must additionally notify the person in charge of the institution or school, who in turn must notify the child's parent or other responsible caretaker. If the report concerns a certified school employee, the person in charge must send a copy of the written report to the commissioner of education. Copies must also be sent to the state executive agency head when the report concerns an employee of a state-licensed facility or institution. Statutes specify the information that must be contained in the report, including the names and addresses of the child and parents, as well as the child's age and gender.

Calls, which are recorded, are answered by DCFS social workers who ask for the child's name, address, and phone number. They also ask the reporter to explain his/her concerns and to offer any other information that might help the worker understand the situation. The worker will request the reporter's name and phone number in the event he or she needs to ask additional questions.

Protection for Reporters

The law protects mandated reporters who report in good faith and punishes those who knowingly make false reports. It prohibits employers from discriminating, discharging, or retaliating against an employee who makes a good faith report or who testifies or is about to testify in any abuse or neglect proceeding. Civil penalties of up to \$2,500 can be levied against violating employers.

Mandated reporters must give their names when they make a report but may request anonymity to protect their family's privacy. Unless a reporter gives written consent to the contrary, his name can be disclosed only to (a) DCFS employees; (b) law enforcement officers; (c) state's attorneys; (d) assistant attorneys general; (e) judges and necessary parties in court proceedings; and (f) state child care licensing agencies, executive directors of institutions, schools, facilities, or school superintendents.

APPENDIX A

DEFINITIONS AND EXPLANATIONS

Domain:

A domain is an aspect of a child's functioning or performance that must be considered in the course of designing an evaluation. The domains are health, vision, hearing, social and emotional status, general intelligence, academic performance, communication status, and motor abilities.

Educational Performance:

Educational performance consists of a student's academic achievement and ability to establish and maintain social relationships and to experience a sound emotional development in the school environment.

Eligibility:

Establishment of eligibility for special education and related services must be based on the results of a properly completed evaluation. The evaluation data considered by the IEP team members must affirm all of the following:

1. Does the student have a disability?
2. Is the disability having an adverse effect on the student's educational performance? and
3. Does the student require special education and related services to benefit from education?

Therefore, if a student has a disability but the IEP team cannot document an adverse effect in the school environment the student is not eligible for special education and related services. The student may be eligible for accommodations under Section 504.

Evaluation:

A series of procedures designed to provide information about a child's suspected disability; the nature and extent of the problems that are or will be adversely affecting his/her educational development; and the type of intervention and assistance needed to alleviate these problems.

Individualized Education Program (IEP) Development:

The development of the IEP starts with documenting the student's present levels of academic achievement and functional performance, areas adversely affected by the disability and progress in the general curriculum. Goals and objectives/benchmarks are developed to address the student's needs. Services and service providers/implementers must be documented. Only after completing all other areas of the IEP, can the team determine the appropriate placement required to implement the IEP.

Present levels of functional performance are descriptive statements of the student's strengths and weaknesses rather than test scores/standard scores/grade equivalence. Annual goals must be measurable and describe what the student can reasonably be expected to accomplish within a twelve-month period in his/her special education and related services program. The short-term objectives are intermediate steps between the student's present level of performance and the annual goals established for the student. Benchmarks are major milestones that identify anticipated accomplishments by specific dates. The IEP identifies projected dates for initiation of services and their anticipated duration. The IEP must also reflect consideration of the State Goals for Learning and the Illinois Learning Standards. It must be developed within 30 school days following completion of the eligibility determination.

Only one IEP can be in effect for a student. Therefore, once an IEP is developed, the initiation date must occur within a few days after development. An IEP cannot be developed to project an initiation date that will occur at some point in the future, such as the beginning of the next semester or school year. The participants cannot anticipate the level of performance of the student at some arbitrary point in the future. They can only develop goals and objectives/benchmarks based upon the student's current levels of performance.

Parent:

A parent is a natural, adoptive, or foster parent of a child (unless a foster parent is prohibited by State law from serving as a parent); a guardian but not the State if the child is a ward of the State; a person acting in the place of a parent of a child (such as a grandparent, stepparent, or other relative with whom a child lives); a person who is legally responsible for a child's welfare, or a surrogate parent who has been appointed in accordance with 23 Illinois Administrative Code 226.550. A foster parent is a "parent" when the natural parents authority to make educational decisions on the child's behalf has been extinguished under State law and the foster parent has an ongoing, long-term parental relationship with the child, is willing to make the educational decisions required of parents under IDEA, and has no interest that would conflict with the interests of the child. All persons delineated above are incorporated when the term parent/guardian is used in these forms.

Screening:

Screening is defined as the process of reviewing all children in a given group with a set of criteria for the purpose of identifying certain individuals for evaluations who may be in need of special education.

School districts are responsible for seeking out and identifying all special education eligible children in the district between the ages of 3 and 21. Examples of utilizing screening procedures appropriately include:

- Screening of children between the ages of 3 and 5. School social workers may participate in these screenings as they have special expertise in the identification of deficits in social, emotional, and adaptive behavior areas.
- Hearing and vision screenings at regular intervals.
- Ongoing review by teachers for referral of those children who exhibit problems which interfere with educational progress or adjustment to the educational setting.

Individual screening for the purposes of determining the need for evaluation by a school social worker is not an allowable component of the referral process.

Screening is a systematic process for determining which children from the general population are more likely than others to have a specific type of problem. Screening is the process of reviewing **all** children in a given group with a set of criteria for the purpose of identifying certain individuals to refer for evaluation, who may be in need of special education. All children in the group must be administered the same screening tool. This tool may not be one ordinarily used to determine special education eligibility. Rather, this should be an informal process to help determine the need for a special education evaluation. This type of screening does not require parent/guardian permission. Parent/guardian permission is required when a student is removed from the group and given a screening measure specific to him or her. The screening process includes procedures to help determine a student's individual educational and/or behavioral strengths and weaknesses that are being manifested in the school environment. Procedures that do not involve direct individual contact with the student (observation, consultation with the teachers or reviewing of records) would not require parent/guardian permission.

Social and Emotional Learning (SEL) is the process of developing fundamental social and emotional competencies or skills in children and creating a caring and supportive school climate. A wide variety of evidence-based school programs have been developed to enhance SEL development, e.g., character education, problem prevention, and positive youth development. The University of Illinois at Chicago's Collaborative for Academic, Social and Emotional Learning (CASEL) is an example of one resource within Illinois.

APPENDIX B

LEAST RESTRICTIVE ENVIRONMENT POLICY STATEMENT

FEBRUARY 2000

State Board of Education Commitment

The Illinois State Board of Education ("ISBE") approves and adopts this policy on Least Restrictive Environment ("LRE") to ensure that it meets the requirements of the Individuals with Disabilities Education Act of 1997 ("IDEA" 97) and its associated regulations, 34 C.F.R. §300.550-330.556.

The ISBE will ensure, as required by federal laws, rules and regulations that the State of Illinois has in effect an appropriate LRE policy and relevant rules and regulations. The ISBE will provide active and visible leadership to ensure that all public or private institutions and care facilities under State Board control and jurisdiction are aware of and practice the tenets of LRE.

Placement in the Least Restrictive Environment

LRE requires that, to the maximum extent appropriate, students with disabilities aged 3 through 21, in public or private institutions or other care facilities, are educated with children who are not disabled 134 C.F.R. §300.550 (b)(1)(j). The ISBE will monitor programs and institutions that serve students with disabilities to ensure that the first placement option considered is a regular education environment, with the use of supplemental aids and services as needed. Special classes, separate schooling, or other placements by which students with disabilities are removed from the regular education environment should occur only if the student's Individual Educational Program ("IEP") team determines that the nature or severity of the disability is such that education in a regular classroom setting, even with the use of supplemental aids and services, cannot be achieved satisfactorily.

Continuum of Alternative Placements

Each responsible public or private agency must provide assurances to the ISBE that a continuum of alternative placements is available to address the needs of students with disabilities and ensure that those students receive special education and related services appropriate to their needs.

The continuum of alternative placements must include instruction in regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions and must provide for supplementary services.

The IEP team must base its placement decision on the identified needs of each student with a disability. The team must first determine how or whether the individual needs of the student can be met in the regular education classroom with individual supports and aids. It must be able to justify a more restrictive option in terms of the LRE provisions and the needs of the student.

Placements

Each public or appropriate private agency that determines educational placements for students with disabilities must assure the ISBE that:

1. Placements are based on the identified needs of individual students with disabilities as documented in their respective IEPs and considered only after the goals and objectives/benchmarks have been determined.
2. Decisions about the placement of students with disabilities are made by a group of persons, including the parents and other persons knowledgeable about the child, who will review and evaluate relevant data and consider placement options appropriate to each student's specific identified needs.
3. Placement decisions conform to the LRE provisions referenced in state and federal laws, rules and associated regulations.
4. Placements of students with disabilities are determined at least annually.

APPENDIX C

RECOMMENDED SCHOOL SOCIAL WORKER TO STUDENT POPULATION RATIOS

Appropriate ratios for school social work staff to students depend on the characteristics of the student population to be served. Each educational agency must determine what is adequate for its particular circumstances (refer to the needs assessment, workload determination, and service priorities discussion in Chapter II). The ratios presented here are intended to serve as a guide to educational agencies as they consider workloads for staff. The School Social Work Association of America has determined that a maximum serviceable ratio is 1/800. Additionally, the federal Department of Education uses a ratio of one school social worker to 800 students in funding programs under the Elementary and Secondary School Counseling Program. The following table was adapted from information developed by the National Council of State Consultants for School Social Work Services.

School/Social Worker/Student Population Ratio	School Population Served	Effective Levels of Service
1:800	Total school population with special education concentration	<ul style="list-style-type: none"> Teacher consultation Crisis intervention Outside agency referral Educational system assessment and program development Home-school-community liaison Staff in-service training School social work program planning and evaluation Social assessment 504 services Special education services
1:500	Total school population with special education, poverty, and minority concentration	<ul style="list-style-type: none"> Teacher consultation Crisis intervention Educational system assessment and program development Outside agency referral Home-school-community liaison Staff in-service training Large group (classroom) intervention Ongoing intervention School social work program planning and evaluation

School/Social Worker/Student Population Ratio	School Population Served	Effective Levels of Service
1:350	Total school population with special education, poverty, and minority concentrations and federal impact issues	Special assessment 504 services Special education services Teacher consultation Crisis intervention Educational system assessment and program development Outside agency referral Home-school-community liaison Staff in-service training Large group (classroom) intervention Ongoing intervention School social work program planning and evaluation Research Interdisciplinary teaming Social assessment 504 services Special education services
1:50	Special education assignment only	Teacher consultation Development and implementation of objectives for the Individualized Education Program (IEP) Crisis intervention Educational system assessment and program development Outside agency referral Home-school-community liaison Staff in-service training Large group (classroom) intervention In-depth intervention Ongoing parent groups School social work program planning and evaluation Research Interdisciplinary teaming Mediation and due process activities Social assessment Special education services

APPENDIX D

SAMPLE SCHOOL SOCIAL WORK PROGRAM FORMS

SAMPLE
(School District Name)

Teacher Questionnaire

Date _____ Teacher's Name _____
Student's Name or Number _____ Classroom Subject _____

Please circle appropriate number for each question.

On a scale of one to five:	Very Poor		Very Good		Don't Know
1. How would you rate this student's self-confidence?	1	2	3	4	5
2. How would you rate his/her self-control?	1	2	3	4	5
3. Attendance?	1	2	3	4	5
4. Willingness to listen and pay attention in class?	1	2	3	4	5
5. Willingness to follow directions?	1	2	3	4	5
6. Completion of assignments?	1	2	3	4	5
7. Willingness to participate in class?	1	2	3	4	5
8. Attitude toward school?	1	2	3	4	5
9. Interaction with other students?	1	2	3	4	5
10. Grads?	1	2	3	4	5
11. State of physical health?	1	2	3	4	5
12. Emotional state?	1	2	3	4	5
13. Willingness to cooperate with you?	1	2	3	4	5
14. Willingness to cooperate with peers?	1	2	3	4	5

Please relate efforts you have tried which have a) succeeded and b) not succeeded.

SAMPLE
(School District Name)

Intake Assessment Summary

Today's date _____
 School Social Worker _____
 Client _____ Address _____ Phone _____
 Referral Source: Student ____ Parent ____ Staff ____ School ____

PROBLEM AREAS:

(indicate seriousness on scale of one to five where 1=negative and 5=positive extremes)

	Source's Reason for Referral	Worker's Assessment:			
		At Intake (Date)	1 st Review (Date)	2 nd Review (Date)	At Closing
1. SCHOOL BEHAVIOR					
Disruptive Behavior	_____	_____	_____	_____	_____
Truancy-Class Cutting	_____	_____	_____	_____	_____
Problem with Performance	_____	_____	_____	_____	_____
Attitude toward School	_____	_____	_____	_____	_____
Participation	_____	_____	_____	_____	_____
Other (Specify) _____	_____	_____	_____	_____	_____
2. FAMILY RELATIONSHIPS:					
Child-Parent Conflict	_____	_____	_____	_____	_____
Sibling Conflict	_____	_____	_____	_____	_____
Pregnancy-parenthood	_____	_____	_____	_____	_____
Sexual/Physical Abuse	_____	_____	_____	_____	_____
Poverty	_____	_____	_____	_____	_____
Disorganization	_____	_____	_____	_____	_____
Other (Specify) _____	_____	_____	_____	_____	_____
3. PEER RELATIONS:					
Isolated/Withdrawn	_____	_____	_____	_____	_____
Aggressive/Conflictual	_____	_____	_____	_____	_____
Influenced by Neg. Peer Pressure	_____	_____	_____	_____	_____
Social Skills	_____	_____	_____	_____	_____
Other(Specify) _____	_____	_____	_____	_____	_____
4. COMMUNITY RELATIONS:					
Police Contact	_____	_____	_____	_____	_____
Gang Involvement	_____	_____	_____	_____	_____
Probation	_____	_____	_____	_____	_____
Employment Problems	_____	_____	_____	_____	_____
Other (Specify) _____	_____	_____	_____	_____	_____
5. INTRAPERSONAL PROBLEMS:					
Adolescent Stress	_____	_____	_____	_____	_____
Anxiety/Depression	_____	_____	_____	_____	_____
Immature	_____	_____	_____	_____	_____
Autism Spectrum Disorder	_____	_____	_____	_____	_____
Thought Disorder	_____	_____	_____	_____	_____
Retarded	_____	_____	_____	_____	_____
Other (Specify) _____	_____	_____	_____	_____	_____
6. ATTITUDE TOWARD SELF:					
Drug/Alcohol Abuse	_____	_____	_____	_____	_____
Self-Esteem	_____	_____	_____	_____	_____
Self-Insight	_____	_____	_____	_____	_____
Attitude toward Treatment	_____	_____	_____	_____	_____
Hope for Future	_____	_____	_____	_____	_____
Trust of Adults	_____	_____	_____	_____	_____
Constructive Communications of Needs/Problems/Feelings	_____	_____	_____	_____	_____
Other (Specify _____)	_____	_____	_____	_____	_____
7. If referral is not due to problems listed above, list reason.	_____	_____	_____	_____	_____

SAMPLE
(School District Name)

Social Assessment Report

Student's Legal Name _____ Date _____
Home School _____ Date of Birth _____
Referred by _____ Legal Guardian _____
Date _____

Type of Referral: _____ New referral _____ Reevaluation

Reasons for Referral: (Specify)

Information Sources (STATE DATE(s))

Child Observation

____ classroom(s)
____ playground
____ lunchroom
____ home

Child Interview(s)

____ formal
____ informal
____ other (specify)

Family interview(s)

____ Mother
____ Father
____ Legal Guardian
____ Other family members
____ Community agency personnel
(specify agencies)

School Personnel Interviews

a. Teacher(s)

____ current
____ previous

b. Other staff

____ principal
____ pupil personnel service staff
____ aides
____ secretarial staff
____ lunchroom staff
____ custodial staff

Family Interviews Occurred

____ home
____ school
____ work location
____ community agency
____ other (specify)

Existing Records Reviewed

____ regular education files
____ special education files
____ health/medical records
____ community agency (specify)

Assessment Instrument(s) Administered

(list those administered by the school social worker)

Family Statistics

Language(s) spoken in the home: _____ English _____ Other (Specify) _____

Parents:

Marital Status: Single _____ Divorced _____ Married _____ Widowed _____ Remarried _____ Separated _____

Father _____ D.O.B. _____	Mother _____ D.O.B. _____
Address _____	Address _____
Phone _____	Phone _____
Birthplace _____	Birthplace _____
Employer _____	Employer _____
Occupation _____	Occupation _____
Age _____ Health _____	Age _____ Health _____
Highest Grade Completed _____	Highest Grade Completed _____

Siblings _____ Age _____ Grade _____ School/Occupation _____

Others in Home _____

Both Parents in Home _____ Yes _____ No _____

Other Caretakers _____

FINDINGS

Parent's/Guardian's Perception of Issue/Problem

Child's Perception of Issue/Problem

Cultural Background

Significant Data from Records Reviewed

Significant Health and Developmental Data

Adaptive Behavior

Student Weaknesses/Needs

Student Strengths

Needs/Recommendations

School Social Worker's Signature

Date

SAMPLE
(School District Name)

School Social Work Monthly Statistical Report

School Social Worker Name _____
 Building(s) _____
 District(s) _____
 Month _____ Year _____

A. NUMBER OF DAYS THIS BUILDING/DISTRICT/REGION RECEIVED SCHOOL SOCIAL WORK SERVICES THIS MONTH _____

B. NUMBER SERVED

	Number	
	Current Month	Year to Date
1. New students served – casework	Sp. Ed. _____ 504 _____	_____
2. New students served – consultation	Regular _____ Sp. Ed. _____ 504 _____	_____
3. New students served – groups	Regular _____ Sp. Ed. _____ 504 _____	_____
4. New parents served – casework	Regular _____ Sp. Ed. _____ 504 _____	_____
5. New parents served – groups	Regular _____ Sp. Ed. _____ 504 _____	_____
6. New students awaiting service	Regular _____ Sp. Ed. _____ 504 _____	_____
7. Cases closed	Regular _____ Sp. Ed. _____ 504 _____	_____

C. SERVICES PROVIDED

	Number	
	Current Month	Year to Date
1. Child interviews	_____	_____
2. Family interviews	_____	_____
3. Staffings (Building Team)	_____	_____
4. Classroom observations	_____	_____
5. Student group meetings	_____	_____
6. Parent group meetings	_____	_____
7. Agency contacts	_____	_____
8. Supervisory conferences	_____	_____
9. Staff meetings	_____	_____
10. Social assessments conducted	_____	_____
11. Consultations	_____	_____
12. Referral meetings attended	_____	_____
13. Staffings (special education)	_____	_____
14. Staffings (504)	_____	_____

- | | | |
|--------------------------|-------|-------|
| 15. Crisis interventions | _____ | _____ |
| 16. Other (Specify) | _____ | _____ |
| 17. | _____ | _____ |
| 18. | _____ | _____ |
-

D SERVICE NEED

	Number	
	Current Month	Year to Date
1. Suspected pregnancy	_____	_____
2. Suspected child abuse	_____	_____
3. Divorce	_____	_____
4. In-class behavior	_____	_____
5. Outside-class behavior	_____	_____
6. Runaway	_____	_____
7. Attendance	_____	_____
8. Academics	_____	_____
9. Peer relationships	_____	_____
10. Student/teacher relationships	_____	_____
11. Self-esteem	_____	_____
12. Family dynamics	_____	_____
13. Student substance abuse	_____	_____
14. Family substance abuse	_____	_____
15. Death in the family	_____	_____
16. Suicide	_____	_____
17. Depression	_____	_____
18. Race relations	_____	_____
19. Criminal behavior	_____	_____
20. Other (Specify)	_____	_____

E. AMOUNT OF SERVICE PROVIDED

	Number	
	Current Month	Year to Date
1. Teacher meeting, school board, PTA, etc.	_____	_____
2. Inservice presenter	_____	_____
3. Inservice attendance	_____	_____
4. Report writing, statistical recording/tabulating report reading from other agencies	_____	_____
5. Direct services	_____	_____
6. Indirect services	_____	_____
7. Professional Reading	_____	_____
8. Other (Specify)	_____	_____
9. Professional organization meetings (IASSW, NASW, CEC, etc.)	_____	_____
10. Overtime worked this month	_____	_____
11. Number of individual schools serviced this month	_____	_____

F. COMMENTS AND CONCERNS

1. Special projects currently being planned or already in process:

2. Greatest disappointment this month:

3. Most significant achievement this month:

4. I would like to discuss the following with you.

SAMPLE
(School District Name)

End of Year School Social Work Case Summary

School Year 20__ - 20__

Name _____	Date of Birth _____
School _____	Grade _____ Period Covered _____

Reason for Referral:

Summary of School Social Work Service Plan and Progress:

Recommendations:

School Social Worker

SAMPLE 1
(School District Name)

Request for School Social Work Services

1. Student's Name _____ Gender _____
Medicaid # _____ D.O.B. _____
Grade _____ Telephone _____ School Building _____
Resident District _____ Attending District _____
2. Parent's Name _____ Address _____
() Parent/Guardian () Resident/Children's Home () Foster Parent
Father's Work Phone _____ Mother's Work Phone _____
3. Teacher(s) Requesting Service _____
-
-

REASON(S) FOR REQUESTING SCHOOL SOCIAL WORK SERVICE

ACADEMIC PERFORMANCE

- Inadequate Preparation for Classes
- Lack of Attention
- Lack of Effective Motivation
- Minimal Class Participation
- Not Working to Potential
- Significant Changes in School Performance
- Does Not Follow Directions

SCHOOL-HOME-FAMILY PROBLEMS

- Lack of Supervision
- Substance Abuse
- Runaway
- Pregnancy
- Possible Abuse:
(Neglect , Physical , Sexual)
- Other (Please describe below)

BEHAVIORAL PROBLEMS

- Annoying to Classmates
- Destruction of School Property
- Discourteous to Others
- Disorderly Conduct
- Disrespectful Behavior
- Lack of Cooperation
- Exhibits Withdrawn Behavior
- Physical Aggression to Self or Others
- Problems in Structured Settings
- Problems in Unstructured Settings
- Verbal Aggressiveness Toward Students
- Verbal Aggressiveness Toward Staff
- Disruptive Behavior

Teacher's Description of Student Problem: _____

Actions Taken Prior to Request for Services: _____

SAMPLE

**Disposition of Request for School Social Work Services
Summary of Actions Taken**

(Person's/Agencies Contacted – Specify Persons and Dates)

RECOMMENDATIONS

- On-going Social Work Services
- Monitor Progress
- Recommend Referral to Child Study Team
- Recommend Parents/Guardian Contact Other Agency
(Specify) _____
- Referral to Other Agency (Specify) _____
- Recommend and Assist District in Developing 504 Management Plan
- Recommend and Assist District in Developing Behavior Management Plan
- Recommend ROE Truancy Officer be Contacted
- Recommend Other
(Specify) _____

School Social Worker Signature

SAMPLE 2
(School District Name)

Request for School Social Work Services

Student Name _____ Birthdate _____
School _____ Grade _____ Teacher _____
Address _____ Home Phone _____ unlisted
Mother _____ Employed by _____ Phone _____
Father _____ Employed by _____ Phone _____
Siblings (names, ages, grades) _____

Reason for request _____
(your major concern)

Specific behavior/concerns evidencing need for service. (Give examples)

Please list all methods of remediation attempted.

Have the parents been contacted regarding the problem?
_____/_____
yes no parent reaction

Please state convenient times for a conference _____

Services Requested by _____
Name Position

Signature Date

6. Describe data collection procedures and other methods of monitoring interventions.

7. Describe anticipated behavior changes.

8. Describe methods and criteria for evaluation of the interventions. Indicate schedule for review of intervention effectiveness.

9. Describe provisions for coordinating intervention efforts with the student's parents or guardian.

Approved by IEP team _____
Representative Date

APPENDIX E

SCHOOL SOCIAL WORK "REQUIRED" DOCUMENTS LIST

<u>Document</u>	<u>Provider</u>
Illinois School Code (105 ILCS 5/et seq.)	Illinois Association of School Boards 2921 Baker Dr. Springfield, Illinois 62703-5929 www.iasb.org
Individuals with Disabilities Education Act (IDEA `97) (IDEIA, 2004) 20 U.S.C. 1400 et seq.)	Local federal legislators, libraries, Illinois State Board of Education http://thomas.loc.gov
Rehabilitation Act, Section 504 (29 U.S.C. 791 et seq.)	U.S. Health & Human Services - Office of Civil Rights 111 North Canal Chicago, Illinois 60606-7204 http://www.hhs.gov/ocr/504.html
Parents Guide – Educational Rights of Students with Disabilities	Illinois State Board of Education 100 N. First St. Springfield, Illinois 62777 http://www.isbe.net/special/html/parent_rights.htm
Illinois Mental Health and Developmental Disabilities Act (405 ILCS 5/et seq)	IL Department of Human Services offices, local legislators http://www.dhs.state.il.us/mhdd/mh/policy
Child Abuse and Neglect Manual for Mandated Reporters Abused and Neglected Child Reporting Act (325 ILCS 5/et seq.)	IL DCFS offices, local legislators http://www.state.il.us/dcf/docs/MANDATED2002.pdf
School Social Work Manual	Illinois State Board of Education 100 North 1st Street Springfield, Illinois 62777 http://www.isbe.net/
23 Illinois Administrative Code 226 (Special Education Regulations)	Illinois State Board of Education http://www.isbe.net/

Document

Provider

Illinois School Student Records Act
(105 ILCS 10/et seq.)

Illinois State Board of Education
<http://www.isbe.net/>

Social Work Licensure

Department of Professional Regulation
320 West Washington Street
Springfield, Illinois 62786
<http://www.ildpr.com>

Family Educational Rights and Privacy Act
(FERPA)
(20 U.S.C. 1232g)

Local federal legislators, libraries
<http://thomas.loc.gov>

Americans with Disabilities Act (ADA)
(42 U.S.C. 12111 et seq.)

Local federal legislators, libraries
<http://thomas.loc.gov>

Stewart B. McKinney Homeless Assistance
Act of 1987

Local federal legislators, libraries
<http://thomas.loc.gov>

Cooperative Agreement Policy Manual

Local cooperative agreement office

Local Education Agency (LEA) Policy Manual
on regular and special education policies

Local school district office

Special Education Notice and Consent Forms
and Instructions

Illinois State Board of Education
<http://www.isbe.net/>

IEP Forms and Instructions

Illinois State Board of Education
<http://www.isbe.net/>

Behavioral Interventions in Schools

Illinois State Board of Education
<http://www.isbe.net/>

Recommended Practices in the Identification,
Assessment and Provision of Special
Education for Culturally and Linguistically
Diverse Students

Illinois State Board of Education
<http://www.isbe.net/>

Bulletins and Letters of Clarification

U.S. Department of Education
<http://www.ed.gov>
Illinois State Board of Education
<http://www.isbe.net/>

The Legal Handbook

Illinois Society for Clinical Social Work
2534 Green Bay Road
Highland Park, Illinois 60035

Document

Provider

School Social Work Personal Safety
Guidelines

<http://www.cswf.org/www/states/illinois/>
School Social Work Association of America
PO Box 2072
Northlake, Illinois 60164
<http://www.sswaa.org>

NASW Standards for School Social Work
Services

National Association of Social Workers
750 First Street, NE, Suite 700
Washington, DC 20002
<http://www.socialworkers.org>

APPENDIX F

Adaptive Behavior Scales

Both the No Child Left Behind Act of 2001 and the Individuals with Disabilities Education Improvement Act of 2004 have repeatedly stressed the importance of using “scientifically based research.” There has also been a growing consensus in the social work profession that we must move toward evidence-based practice to stay credible in an environment that demands accountability. Behavioral scales are one set of tools to use within this framework.

There are three guiding principles to follow when using scales. First, they should be part of a complete assessment. This means that broad scales should be balanced by in-depth interviews, nonreactive archival measures (e.g., attendance, tardiness, disciplinary referrals, suspensions, extracurricular activities, grades, and test scores), and an environmental perspective (e.g., family, classroom, and school influences). Second, they should be administered by someone who is properly qualified. This specific expectation is mandated in state and federal regulations. This means that MSW-level social workers should primarily administer A- or B-level scales. Scales that are rated as C-level instruments specify the examiner should be a psychologist or someone with advanced training in psychometrics. Although some C-level instruments are easy to administer and are easy to score using computer programs, **interpretation** of the results requires an understanding of the statistical significance of the results. School social workers have a professional responsibility to avoid practicing beyond the limits of their training. This includes considering how diversity characteristics affect the results and whether the child’s characteristics were represented in the normative sample of the instrument. Third, social workers should administer scales ethically. This means putting the relationship with individuals ahead of scale completion, staying current with new developments, destroying outdated editions of the tests we employ, and never using a scale to simply label a person.

There are ten criteria that should be applied to every scale. There are no scales that will meet all of these, but the best ones will meet most.

1. Scales should be relevant to the referral question. Use the correct measure for each individual, never expect the child to conform to the scale.
2. Scales should contribute to collaborative decisions about how to help the child. They should help to determine the restrictiveness of the milieu, the frequency of treatment, which interventions (medical or psychosocial) receive priority, the urgency for intervention, and the prognosis for improvement.
3. Scales should have clear instructions for both administration and scoring. For example, they should clearly indicate the reading level required for the respondent.

4. The normative sample used by the scale should be diverse and stratified by age, gender, race, or disability status. The best scales update their norms about every ten years.
5. Scales should be reliable. It should be consistent with a correlation coefficient of .80 or above.
6. Scales should be valid. It should measure what it purports to measure and report how this was determined using content, criterion, or construct validity measures.
7. Scales should triangulate their sources. Ideally, rating scales will have separate versions for the parent(s), teacher(s), or student.
8. Scales should avoid a response set. This is most commonly done by having some questions reverse-scored, so that a “5” on one item measures adaptive behavior while a “5” on another item measures maladaptive behavior.
9. Scales should take into account diversity characteristics during administration. Persons with visual impairments may need an audio taped version of the test or some will need a version in their own language (e.g., Spanish).
10. Scales should enable the evaluator to present the results in a clear manner. This is often accomplished by plotting results onto a graph, sometimes with separate colors for each source.

The following are a sample of commonly used instruments for assessing adaptive and maladaptive behavior. For further information on the instruments, consult the Mental Measurement Yearbook available in most libraries. All the instruments are A- or B-level with the exception of the Behavior Assessment System for Children. The Student Observation System and the Structured Developmental History components are B-level, but supervision or consultation from a competent colleague should be sought to be certain that the rest of the instrument is being used appropriately.

ADAPTIVE BEHAVIOR SCALES

Scale : Publisher	Triangulates Sources?	Reverse-scores Questions?	Diversity Norms?	Comments
Behavior Assessment System for Children-II (BASC) : American Guidance Service, www.agsnet.com	Yes - collects data from parent(s), teacher(s) and youth (8-11, 12-18)	Yes.	Yes - for age and gender only	Spanish and audiotape versions available. Three age-group versions
Child Behavior Checklist (CBCL) (version 3.0) : T.M. Achenbach University of Vermont, www.aseba.org	Yes - designed to collect data from parent(s), teacher(s), and youth (11 - 18).	No.	Yes - for age and gender only	Parent version available in Spanish
Inventory for Client and Agency Planning (ICAP) : Riverside Publishing, www.riverpub.com	Yes, but only from adult caregivers.	No.	Yes - for age only	Short version of original SIB
Scales of Independent Behavior-Revised (SIB-R) : Riverside Publishing/ Houghton Mifflin, www.riverpub.com	Yes, but only from adult caregivers.	No.	Yes - for age and disability (hearing, learning, & emotional)	Has a short form for parents, young children, and persons with blindness.
Vineland Adaptive Behavior Scales – 2nd Edition(VABS-II) American Guidance Service, www.agsnet.com	Yes, but only from adult caregivers.	No.	Yes - for age and disability	Old version dated 1984. Survey Interview, Teacher, Parent/Caregiver forms; Spanish version of Survey Interview

Referral Issue	Major Scale?	Minor Scale?	Instruments
Adaptability		X	BASC
Aggression		X X	BASC CBCL
Anxiety		X X	BASC CBCL
Asocial	X		SIB-R
Attention Problems		X X	BASC CBCL
Atypicality/Unusual		X X	BASC SIB-R
Communication	X X X		BASC SIB-R VABS
Community Living Skills	X	X	SIB-R VABS
Coping Skills		X	VABS
Daily/Personal Living Skills	X X		SIB-R VABS
Delinquency/ Conduct Problems		X X	BASC CBCL
Depression		X X	BASC CBCL
Destructive to Property		X	SIB-R
Disruptive Behavior		X	SIB-R
Domestic Skills		X	SIB-R
Eating & Meal Preparation		X	SIB-R
Externalizing	X X X		CBCL SIB-R VABS
Happy		X	CBCL

Referral Issue	Major Scale?	Minor Scale?	Instruments
Hurtful to Others		X	SIB-R
Hyperactivity/Overactive		X X	BASC CBCL
Immaturity		X	CBCL
Inattentive		X	CBCL SIB-R
Internalizing	X X X		CBCL SIB-R VABS
Language Expressive & Receptive		X X	SIB-R VABS
Language - Written		X	VABS
Learning		X	CBCL
Learning Problems		X	BASC
Leadership		X	BASC
Money & Value		X	SIB-R
Motor Skills	X X		SIB-R VABS
Self-destructive		X	CBCL
Social Skills	X X	X	BASC SIB-R VABS
Social Withdrawal		X X X	BASC CBCL SIB-R
Somatization		X	BASC
Study Skills		X	BASC
Unpopular		X	CBCL
Work Skills		X	SIB-R

SCALES FOR SPECIAL ISSUES

Scale : Publisher	Triangulates Sources?	Reverse-scores Questions?	Diversity Norms?	Comments
Behavior and Emotional Rating Scale -2: Pro-Ed, www.proedinc.com	Yes, youth, parent, and teacher	No - all items are positively worded	Yes - by clinical or non-clinic groups	Addresses five issues related to behavioral/emotional strengths
Children's Depression Inventory : Multi-Health Systems, www.mhs.com	Yes – parent, teacher, and student	Yes.	Yes - by age and gender only.	Addresses five aspects of depression. A short-form is available
Connors' Rating Scale - Revised (Long Form) : Multi-Health Systems, www.mhs.com	Yes - designed to collect data from parent(s), teacher(s), and youth (12 - 18).	No - All items are negatively worded.	Yes - by age, gender, and race.	Addresses 14 aspects of ADHD related behavior. Good graphic comparisons
Gilliam Autism Rating Scale (GARS) - 2 Pearson Assessments www.pearsonassessments.com	Yes, but only from adult caregivers.	No.	Yes – by disability (Autism vs. Mental Retardation)	Addresses four aspect of autism. Has early childhood form.
Multidimensional Anxiety Scale for Children (MASC) Psych Corp www.psychcorp.com	No - only collects self-report data from students (8 - 19 years old)	Yes.	Yes - by age and gender	Addresses four aspects of anxiety. Short-form available.

Piers-Harris Children's Self-Concept Scale – 2: Western Psychological Services, www.wpspublish.com	No - only collects self-report data from student	Yes - also has a "response bias index" and inconsistency index	Yes - by gender, age and race in the manual	Addresses six aspects of self-concept. Spanish version available
Social Skills Rating System : American Guidance Service, www.agsnet.com	Yes, but only from adult caretakers.	No.	Yes - by grade, gender, & placement	Addresses five social skills, three problem behaviors, & academics.

APPENDIX G

ILLINOIS SCHOOL SOCIAL WORK APPROVED PROGRAMS

University of Illinois
Jane Addams School of Social Work
1040 West Harrison
Chicago, Illinois 60607-7134

Aurora University
347 Gladstone
Aurora, Illinois 60566

Chicago State
School of Social Work
9501 S. King Dr.
Chicago, Illinois 60628

University of Illinois
School of Social Work
1207 West Oregon Street
Urbana, Illinois 61801

Loyola University
School of Social Work
820 North Michigan Avenue
Chicago, Illinois 60611

Southern Illinois University - Carbondale
School of Social Work
Quigly Hall
Carbondale, Illinois 62901

Southern Illinois University-
Edwardsville
Social Work
Peck Hall
Edwardsville, Illinois 62026

APPENDIX H

SCHOOL SOCIAL WORK JOURNALS AND BULLETINS

**Illinois Association of School
Social Workers Newsletter**
iasswpress@aol.com

Social Work Networker
Chicago Area Chapter
National Association of Social
Workers
Chicago, Illinois 60064
www.naswil.org

**School Social Work Association of
America Mini Bell**
P.O. Box 2072
Northlake, Illinois 60164
www.sswaa.org

School Social Work Journal
P.O. Box 634
Algonquin, Illinois 60102
www.iassw.org

Children & Schools
NASW Press
750 First Street, NE, Suite 700
Washington, DC 20002-4241
www.naswdc.org

Section Connection
National Association of Social
Workers
750 First Street, NE, Suite 700
Washington, D.C. 20002-4241
www.naswdc.org

APPENDIX I

SAMPLE OF RELEVANT LEGISLATION

SECTION 504 OF THE REHABILITATION ACT AND AMERICANS WITH DISABILITIES ACT (ADA) applies to individuals who have special needs but who are ineligible for services under the Individuals with Disabilities Education Act of 1990. (Conderman and Katsiyannis, 1995). Section 504 prohibits discrimination on the basis of a disability by any program or agency accepting as little as \$1.00 from the federal government. Children and adults are protected if identified as having a condition which has an adverse affect on a major life function including learning.

THE INDIVIDUALS WITH DISABILITIES ACT (IDEA/IDEIA) – 1975 was created to protect the basic rights of children with disabilities. This law includes such assurances as identifying and providing services to children before they enter school, preparing social or developmental histories on children with disabilities, developing an individualized education programs (IEPs), increases parental involvement, a guaranteed due process, and including children with disabilities to be educated in the regular classroom.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) - 1974 allows parental access to school records. Provisions of this law include the parents' rights to review the school file and any records related to their child.

THE AMERICAN WITH DISABILITIES ACT - 1990 was created to protect individuals with disabilities from discrimination in employment, goods and services provided in the private sector, programs and services provided by state and local governments, and in commercial facilities. The school social worker should be aware that ADA states that the public and private sector should provide or improve access to buildings and facilities by renovating an existing building or by new construction and also by providing effective communication for people with disabilities.

THE FEDERAL ALCOHOL AND DRUG ABUSE PATIENT RECORDS CONFIDENTIALITY LAW (42 CFR Federal) was established to protect the privacy of individuals (including minors) with a drug or alcohol problem. The law states that if a minor obtained treatment without parental consent then minor needs to consent to release of information and if parental consent is needed to obtain treatment then both parental and minor's consent need to occur before release of information.

ABUSED AND NEGLECTED CHILD REPORTING ACT was established through Department of Children and Family Services of Illinois. This act establishes that: "All Social Workers are mandated reporters, and are required to report suspected child maltreatment, immediately, when they have "reasonable cause to believe" that a child known to them, in their professional or official capacity, may be an abused or neglected child (section 4). Mandated reporters are required to: report suspected child abuse or neglect immediately. Willful failure to report child abuse is a misdemeanor. State laws protect the identity of all mandated reporters and are given immunity from legal liability. Reports are made by calling the D.C.F.S. hotline at 1-800-25-ABUSE. Reports must be confirmed in writing to the local investigations unit within 48 hours of placing the call to the hotline. Forms may be obtained from the local DCFS office The State's primary goal and function is to protect the child, and whenever possible to stabilize and preserve the family so that it may remain intact. The following website provides the entire act and that interfere with their ability to learn must have education programs modified to meet their needs (Kardon, 1995).

THE MCKINNEY HOMELESS ASSISTANCE ACT requires that all children and youth experiencing homelessness have access to a free and appropriate public education. It stipulates that homelessness alone should not be sufficient reason to separate students from the mainstream school environment, so most children should be educated with their peers while they are experiencing homelessness. Schools must provide children and youth experiencing homelessness with access to the education and services they need to ensure them an opportunity to meet the same challenging state standards to which all students are held (www.esc2.net).

NO CHILD LEFT BEHIND ACT OF 2001 reauthorized and expands the Elementary and Secondary Education Act of 1965. There are four guiding principles behind the legislation. First, it strives to ensure that all students are learning and that achievement gaps between subgroups (minority students, disadvantaged students, students with disabilities, and students with limited English proficiency) and the majority are closing. Second, schools are being held accountable through the demonstration of Adequate Yearly Progress results in reading, math, and science. Third, parents are empowered to access information about a school's performance through school and district report cards and learn about their educational options, including supplemental educational services. Finally, it aims to improve the quality of teachers, requiring states to develop high objective uniform state standards of evaluation.

SAFE SCHOOLS ACT OF 1994 purpose is to help local school systems achieve Goal Seven of the National Education Goals (Goals 2000). This goal states that every school in the United States will be free of drugs, violence, and unauthorized presence of firearms and alcohol, and will offer a disciplined environment conducive to learning by the year 2000. As a result of this Act, federal funds were made available to schools in an effort to assist them in achieving this goal.

MENTAL HEALTH AND DEVELOPMENTAL DISABILITIES CODE Rev. 1991 was established by the Illinois Department of Mental Health and Developmental Disabilities. Main points of code include but are not limited to: A person with a known or suspected mental illness or developmental disability shall not be denied mental health or developmental services because of age, sex, race, religious belief, ethnic origin, physical or mental disability. Any person may request information from a developmental disability or mental health facility relating to whether a minor has been admitted to the facility. All those requesting information must submit proof of identification, name, address, phone number, relationship and reason for request. The facility may only disclose information of patients whereabouts, only if patient consents in writing to release information.

ILLINOIS SCHOOL STUDENT RECORDS ACT pertains to confidentiality surrounding releasing information. The following are direct quotes from the Act: "Nothing contained in the Act shall be construed to impair or limit the confidentiality of: 1.) Communications otherwise protected by law as privileged or confidential, including but not limited to, information communicated in confidence to a physician, psychologist or other psychotherapist; or 2.) Information which is communicated by a student or parent in confidence to school personnel (10/5 f). No school records or information contained therein may be released, transferred, disclosed or otherwise disseminated, except as follows: To an employee or official of the school or school district or State Board with current demonstrable educational or administrative interest in the student in furtherance of such interest (10/6 a). Willful failure to comply with any section of this act is a petty offense.

THE CHILDREN'S MENTAL HEALTH ACT OF 2003 was enacted to address the need for a comprehensive approach to meeting children's mental health needs. It recognized that children's social and emotional development significantly impact school readiness and academic success. The Children's Mental Health Partnership was created by the Act to develop and monitor the implementation of a state plan approved by the Governor. School districts are required to establish a policy for incorporating social and emotional development into the district's educational program. The policy

must also provide a protocol for responding to children with social, emotional, or mental health problems. The Act also established social and emotional learning standards as part of the ISBE Illinois Learning Standards. These Standards can serve as a reference for planning interventions for general education students as well as for setting goals as part of the special education IEP process.

The school social worker holds the responsibility to keep up to date on all laws that relate to children and provide service accordingly. By using the legislation as a guide, the school social worker is responsible for referring students if necessary, completing social developmental studies, contributing knowledge of child and family at multidisciplinary staffing, and providing direct service to all children. The above are by no means the only roles a school social worker can partake in, but represent examples of how a school social worker can function in the school environment.

Suggested websites to gather additional information regarding legislative changes:

<i>National Clearinghouse for Legal Services</i>	www.nclsplp.org
<i>LawCrawler</i>	www.lawcrawler.com
<i>FindLaw</i>	www.findlaw.com
<i>American Law Sources On-Line</i>	www.lawsources.com/also/
<i>World Wide Web Virtual Law Library</i>	www.law.indiana.edu/law/v-lib/lawindex.html
<i>Legal Information Institute</i>	www.law.cornell.edu
<i>FedWorld</i>	www.fedworld.gov/
<i>U. S. House of Representative Law Library</i>	www.law.house.gov/
<i>Law Journal Extra</i>	www.ljx.com/indexhigh.html
<i>THOMAS - U. S. Congress on the Internet</i>	http://thomas.loc.gov/
<i>NASW On-Line Home Page</i>	www.socialworkers.org/

Answers many child welfare questions school social workers might have:
www.state.il.us/dcfs/MAND4.HTM

APPENDIX J

SCHOOL SOCIAL WORKER CONTENT-AREA STANDARDS

Preamble

School Social Workers: Linking Home, School and Community

School social workers are uniquely qualified to address the needs of students, families, schools, and communities. Incorporating the tenets of human development, therapeutic intervention, systems theory and a strength perspective, school social workers provide a wide array of services to maximize students' educational experiences. The school social worker integrates a developmental and ecological approach to practice. Completion of a school social work graduate program of at least 55 semester hours enables the school social worker to understand and interpret the influences of the school, home, and community. Provision of quality services requires that each district identify student and school needs to determine the appropriate school social worker-to-student ratio.

STANDARD 1 - Content

The competent school social worker understands the theories and skills needed to provide individual, group and family counseling; crisis intervention; case management; advocacy; consultation; in-service and parent education; prevention programs; conflict resolution services; and community organization and development. The school social worker utilizes these theories and skills to enhance the environment of the local educational agency (LEA).

Knowledge Indicators: *The competent school social worker*

- 1A. Has attained a master's degree in social work from a Council on Social Work Education (CSWE) accredited program with a specialization in school social work. School social workers must complete a school social work internship comprised of a minimum of 600 contact hours in a school setting. A field instructor holding a master's degree in social work and an Illinois School Social Work endorsement must supervise the internship.
- 1B. Understands methods of practice, including counseling, crisis intervention, case work, and individual, group, and family therapies.
- 1C. Understands and develops skills in advocacy, case management, consultation, classroom groups, and community organization.
- 1D. Understands theories of normal and exceptional development of early childhood, middle childhood, adolescence, and early adulthood and their application to all students.
- 1E. understands the effects of mental illness on students' ability to participate in learning.
- 1F. Understands the person-in-environment context of social work.
- 1G. Understands the effects of biological, family, social, health, and cultural factors on human development and social functioning.
- 1H. Understands characteristics and implications for education of children with academic and/or behavioral challenges.

- 1I. Understands systems theories as they relate to classrooms, schools, families, and community.
- 1J. Understands methods of advocacy on behalf of individuals, families, and school systems.
- 1K. Understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.

Performance Indicators: The competent school social worker

- 1L. Uses empathy in interpersonal relationships.
- 1M. Uses diverse interview techniques and written communication with all persons within the student's system.
- 1N. Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial and legal factors that affect children's learning.
- 1O. Makes accurate mental health diagnoses based on the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (1994), published by the American Psychiatric Association, 1400 K St., N.W., Washington DC 20005; no later amendments to or editions of these standards are incorporated by this Section.
- 1P. Selects and applies the most appropriate methods of intervention to enhance students' educational experience.
- 1Q. Demonstrates effective leadership of and participation in interdisciplinary teams.

STANDARD 2 - Service Delivery

The competent school social worker utilizes a variety of intervention strategies that support and enhance the student's educational and emotional development.

Knowledge Indicators: The competent school social worker

- 2A. Understands methods of individual, group, family, and crisis counseling.
- 2B. Understands methods of social work service delivery.
- 2C. Understands and develops skills in advocacy, case management, community organization, consultation and in-service.
- 2D. Understands the application of social learning theories to identify and develop broad-based prevention and interventions.
- 2E. Understands the interdisciplinary approach to service delivery within the educational environment.
- 2F. Understands how to integrate content knowledge for service delivery.
- 2G. Understands the role of mandated reporters and the function of the state child welfare agency.

Performance Indicators: The competent school social worker

- 2H. Develops and implements prevention and intervention plans that enable children to benefit from their educational experiences.
- 2I. Provides individual, group, and/or family counseling and other services to enhance success in the educational process.
- 2J. Provides crisis intervention counseling and other services to the school community.
- 2K. Provides consultation to teachers, administrators, parents and community agencies.

- 2L. Develops and provides training and educational programs in the school and community.
- 2M. Conducts diagnostic assessments and participates in eligibility conferences, student educational planning conferences and parent conferences.
- 2N. Initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.
- 2O. Mobilizes the resources of the school and community to meet the needs of children and their families.
- 2P. Initiates reports of suspected child abuse and neglect to the state child welfare agency.

STANDARD 3 - Planning

The competent school social worker designs services based upon knowledge of the educational setting, as well as information about the students, families, and community.

Knowledge Indicators: The competent school social worker

- 3A. Understands learning theory and human development as it applies to the content and curriculum of educational planning and intervention.
- 3B. Understands the process of needs assessment, referral and resource development.
- 3C. Understands how to develop long- and short-term intervention plans consistent with curriculum, students' diversity and strengths, life experiences and social/emotional factors.
- 3D. Understands environmental factors when planning interventions to create an effective bridge between students' experiences and goals.
- 3E. Understands how to integrate and use technology for assessments, interventions, and information management.

Performance Indicators: The competent school social worker

- 3F. Assists in establishing expectations for student learning consistent with student's strengths and educational systems goals.
- 3G. Conducts needs assessments to plan for service delivery.
- 3H. Assists students in creating long- and short-term plans to meet expectations for learning.
- 3I. Creates and adapts learning opportunities and materials to provide effective interventions.
- 3J. Plans interventions that integrate students' life experiences and future career goals.
- 3K. Maintains relevant data to assist in planning, management and evaluation of school social work.
- 3L. Collects, analyzes and interprets data to evaluate and modify interventions when necessary.
- 3M. Supports approaches to learning that address individual student needs.
- 3N. Integrates and uses technology for assessments, interventions, and information management.

STANDARD 4 - Assessment and Evaluation

The competent school social worker understands various formal and informal assessment and evaluation strategies and uses them to support the development of all students.

Knowledge Indicators: The competent school social worker

- 4A. Understands strength-based assessments and practices that support growth and development.
- 4B. Understands various types of research, measurement theory and concepts of validity, reliability, bias, scoring and interpretation of results.
- 4C. Understands multiple assessment techniques, such as observation, structured/clinical interview, and standardized assessments, their purposes, characteristics and limitations.
- 4D. Understands how to conduct formal and informal assessment of adaptive behavior, self-esteem, social skills, attitudes, behavior, interests, and emotional health.
- 4E. Understands the use of assessment as a means to evaluate the student's emotional health and social functioning including:
 - The child's physical, cognitive and emotional development;
 - Family history and factors that influence the child's overall functioning;
 - The child's behavior and attitude in different settings;
 - Patterns of interpersonal relationships in all spheres of the child's environment;
 - Patterns of achievement and adjustment at critical points in the child's growth and development;
 - Adaptive behavior and cultural factors that may influence learning.
- 4F. Understands the Social Developmental Study with its focus on the student's functioning within the educational environment.
- 4G. Is familiar with the components of the case study evaluation.
- 4H. Understands the relationship between assessment, eligibility, and placement decisions, including the development of the IEP.
- 4I. Understands parent/guardian and student rights regarding assessment and evaluation.
- 4J. Is familiar with the diagnostic tools used by other professionals in the school.
- 4K. Understands the use of assessment and evaluation results to develop student interventions.

Performance Indicators: The competent school social worker

- 4L. Appropriately uses a variety of non-discriminatory formal and informal tools and techniques, including observation, interview and standardized instruments to evaluate the understanding, progress, and performance of students in the school environment.
- 4M. Uses assessment results to identify student learning needs and to assist in aligning and modifying instruction and designing intervention strategies.
- 4N. Uses assessment and evaluation results to make appropriate interventions, including recommendations for eligibility and placement.
- 4O. Involves students in self-assessment activities to help them become aware of their strengths and needs and to establish goals.
- 4P. Presents assessment results in an easily understandable manner.
- 4Q. Documents assessment and evaluation results.

- 4R. Collaborates with parents/guardians and other professionals regarding the assessment process.
- 4S. Informs parents/guardians of their rights and the rights of students regarding assessment.
- 4T. Uses a variety of non-discriminatory formal and informal tools and techniques to help determine the efficacy of intervention and programs.

STANDARD 5 - Consultation and Collaborative Relationships

The competent school social worker develops consultative and collaborative relationships with colleagues, parents, and the community to support student learning and well being.

Knowledge Indicators: *The competent school social worker*

- 5A. Understands the principles, practices and processes of individual and organizational consultation.
- 5B. Understands the collaborative process with parents, school personnel, community-based organizations, and agencies to enhance the student's educational functioning.
- 5C. Understands the school's role within the larger community context.
- 5D. Understands the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members.
- 5E. Understands the importance of audience and purpose when selecting ways to communicate ideas.
- 5F. Understands how formal and informal political implications affect communication.
- 5G. Understands language development, communication techniques, and the role of communication in the learning environment.
- 5H. Understands the role of school personnel as mandated child abuse/neglect reporters.

Performance Indicators: *The competent school social worker*

- 5I. Initiates, develops and implements consultative relationships.
- 5J. Models and promotes ethical practices for confidential communication.
- 5K. Collaborates with colleagues, parents/guardians, and community personnel about student needs.
- 5L. Encourages relationships among colleagues to promote a positive learning environment.
- 5M. Participates in collaborative decision making and problem solving to promote student success.
- 5N. Facilitates a collaborative relationship between general and special education systems to promote a unified system of education.
- 5O. Models and promotes effective communication among group members, or between groups.
- 5P. Uses a variety of effective communication modes with diverse target groups.
- 5Q. Assists mandated child abuse/neglect reporters in relaying and documenting information to the state child welfare agency.

STANDARD 6 - Advocacy and Facilitation

The competent school social worker advocates and facilitates change that effectively responds to the needs of students, families, and school systems.

Knowledge Indicators: *The competent school social worker*

- 6A. Understands the role of advocacy and facilitation at all systems levels.
- 6B. Is familiar with available resources for students and families within the school and community.
- 6C. Understands when and how to make referrals for programs and services at the district, community, and state level.
- 6D. Understands the need to improve access to services/resources.

Performance Indicators: *The competent school social worker*

- 6E. Works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.
- 6F. Identifies areas of need and accesses or creates resources and services.
- 6G. Makes referrals to community and school resources.
- 6H. Advocates for students with other members of the educational community to enhance students' functioning in the learning environment.
- 6I. Supports students' transitions across environments.
- 6J. Uses research and technologies to help students, families, school, and community to access resources.

STANDARD 7 - Learning Community

The competent school social worker encourages effective social interaction, active engagement in learning, and self-motivation to create a positive learning community.

Knowledge Indicators: *The competent school social worker*

- 7A. Understands principles of and strategies for effective behavior and social management within the school environment.
- 7B. Understands small- and large-group dynamics.
- 7C. Understands how peoples' attitudes within the educational environment influence behavior of individuals.
- 7D. Understands how to help students work cooperatively and productively.
- 7E. Understands the importance of parent participation in fostering positive student development.
- 7F. Understands mediation and conflict-resolution strategies.
- 7G. Understands effective interventions within a group or classroom.
- 7H. Understands principles of and strategies for organizational functioning.
- 7I. Understands how to work with administrators and other school personnel to make changes within the school environment.
- 7J. Understands how service learning and volunteerism promote the development of personal and social responsibility.

Performance Indicators: *The competent school social worker*

- 7K. Encourages the development of a learning community where students assume responsibility, participate in decision-making, and work independently as well as collaboratively in learning activities.
- 7L. Analyzes educational environments and works effectively to create/enhance a supportive learning climate.
- 7M. Develops strategies to encourage motivation and engagement through mutual respect and cooperation.
- 7N. Develops conflict resolution programs within the school environment.
- 7O. Develops needs assessments and works as a change agent to create identified services.
- 7P. Collaborates with community agencies in school-linked service learning projects or other programs.
- 7Q. Promotes the effective utilization of school social work services.
- 7R. Promotes understanding of factors that affect the educational environment and facilitates systems improvement.
- 7S. Designs, implements and evaluates programs that enhance a student's social participation in school, family and community.
- 7T. Promotes active parent participation within the educational environment.
- 7U. Collaborates with community agencies to increase access to services/resources.

STANDARD 8 - Diversity

The competent school social worker understands the broad range of backgrounds and experiences that shape students' approaches to learning and helps create opportunities adapted to diverse populations of learners.

Knowledge Indicators: *The competent school social worker*

- 8A. Understands how students' learning is influenced by culture, family, community values, individual experiences, talents, gender, sexual orientation, language and prior learning
- 8B. Understands and identifies differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.
- 8C. Understands and respects the impact of cultural, racial, ethnic, socioeconomic, and gender diversity and sexual orientation in the educational environment.
- 8D. Understands the issues of second language acquisition, the immigrant experience, and the need to develop strategies to support students and families.
- 8E. Understands ways in which similar behaviors may have different meanings to people in different cultures.
- 8F. Understands the areas of exceptionality in learning as defined in the federal and state statutes (i.e. Section 504 of the Rehabilitation Act, Individuals with Disabilities Education Act [IDEA], Americans with Disabilities Act [ADA] and the Illinois Administrative Code).

Performance Indicators: *The competent school social worker*

- 8G. Facilitates a learning community in which individual differences are respected.
- 8H. Practices gender equity and nonsex-role stereotyping.
- 8I. Provides services that promote multi-cultural sensitivity.

- 8J. Develops strategies to decrease negative effects of cultural barriers on education.
- 8K. Utilizes students' diversity to enrich the educational experiences of all students.
- 8L. Interprets information about students' families, cultures, and communities in assessments, interventions, and evaluations of student progress.
- 8M. Utilizes appropriate assessment tools and intervention strategies that reflect diverse student needs.
- 8N. Designs intervention strategies appropriate to student's culture, gender, sexual orientation, developmental stage, learning styles, strengths and needs.
- 8O. Makes referrals for additional services or resources to assist students with diverse learning needs.

STANDARD 9 - Professional Conduct and Ethics

The competent school social worker understands education and social work as professions, maintains standards of professional conduct and ethics, and provides leadership to improve student learning and well being.

Knowledge Indicators: *The competent school social worker*

- 9A. Understands the professional code of conduct and ethical practice guidelines embodied in professional social work association standards.
- 9B. Understands federal and state laws and regulations as they pertain to ethical practice.
- 9C. Understands the legal and ethical principles of confidentiality as they relate to school social work practice.
- 9D. Understands the organization and operation of school systems.
- 9E. Understands school policies and procedures.
- 9F. Understands legal issues in education with special emphasis on persons with disabilities; child welfare, mental health, confidentiality; children and adolescent rights and current trends.
- 9G. Understands the importance of active participation and leadership in professional education and social work organizations.

Performance Indicators: *The competent school social worker*

- 9H. Follows codes of professional conduct and ethics.
- 9I. Maintains current knowledge of and abides by federal and state laws and regulations with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and children/adolescent rights.
- 9J. Participates in district activities such as policy design, curriculum implementation, staff development, parent/guardian, and student organizations.
- 9K. Abides by current legal directives, school policies, and procedures.
- 9L. Promotes the rights of students.
- 9M. Models and promotes ethical practices for confidential communication.

STANDARD 10 - Professional Development

The competent school social worker actively seeks opportunities to grow professionally.

Knowledge Indicators: *The competent school social worker*

- 10A. Understands the importance of taking responsibility for self-evaluation as a competent and ethical practitioner.
- 10B. Understands the impact of personal strengths and needs on service delivery.
- 10C. Understands methods of inquiry and frameworks for self-assessment and self-improvement.
- 10D. Understands how to use supervision, consultation, collaboration and continuing education to identify areas for on-going professional development.
- 10E. Understands how to interpret and utilize research to evaluate and guide professional interventions.
- 10F. Understands the use of empirically based practice resources available for intervention and program development.
- 10G. Understands the requirements for certification and renewal.

Performance Indicators: *The competent school social worker*

- 10H. Uses continuing education, research, professional literature, observations and experiences to enhance professional growth and to guide evaluation of professional practice.
- 10I. Maintains an awareness of personal attitudes, perspectives, strengths, and needs as they relate to professional practice.
- 10J. Uses self-assessment and performance evaluations to identify areas for professional growth.
- 10K. Actively seeks consultation to improve professional practice.
- 10L. Recognizes the limits and boundaries of the professional role.
- 10M. Demonstrates a capacity and willingness to assume the roles of learner and facilitator/educator in maintaining a broad knowledge base for professional development.
- 10N. Participates in professional activities and organizations that promote and enhance school social work practice.
- 10O. Assumes responsibilities for enhancing practice through various professional development activities.

These standards are aligned with the Draft Illinois Student Service Provider Standards, with consideration given to National Association of School Social Workers (NASW) Standards for School Social Work Services and the NASW Code of Ethics.

In response to charges from the Illinois State Board of Education, we would like to submit the following:

Regarding the relationship of more rigorous standards to profession shortages:

We believe that the standards submitted by the Committee will have minimal impact on the numbers of social workers pursuing the School Social Work certification to work in the public schools. The standards that have been proposed are very similar to the standards set by the

Social Work program accrediting body, the Council on Social Work Education. The new standards do not necessarily increase expectations of performance. They do, however, allow for this performance to be evaluated and documented. There has always been some shortage of School Social Workers, especially in rural areas, because of the extensive educational requirements for a Master of Social Work (at least 55-, but usually a 60-semester- hour program). However, as stated previously, we do not feel the shortages will be exacerbated by the new standards.

Regarding the certification structure:

For School Social Work certification, an applicant will need to receive a Master's degree in Social Work from a CSWE (Council on Social Work Education) accredited program, specialize in School Social Work, complete an internship in the school setting, pass the Illinois Basic Skills test, and pass an Illinois School Social Work examination based on the new standards.

Resources

California Pupil Personnel Services Advisory Panel. "Recommendations on the Standards of Quality and Effectiveness for Pupil Personnel Services Credential Programs." Distributed for Public Comment Feb. 2000/

Constable, R., McDonald, S., Flynn, J. (1999) School Social Work: Practice, Policy, and Research Perspectives (4th Edition); Lyceum, Chicago

Council on Social Work Education; "Curriculum Policy Statement for Master's Degree Programs in Social Work Education" 1994.

Illinois State Board of Education Center for Innovation and Reform. Manual for School Social Work Internship Programs. 1996.

Illinois State Board of Education. Pupil Personnel Manual

Illinois State Board of Education –"Draft Illinois Student Service Provider Standards."

National Association of School Social Workers. NASW Standards for School Social Work Services, Washington, DC. 1992.

APPENDIX K

Social Emotional Learning Standards

<p>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</p>	<p>Why this goal is important: Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.</p>
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Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early High School	Late High School
<p>A. Identify and manage one’s emotions and behavior.</p>	<p>1A.1a. Recognize and accurately label emotions and how they are linked to behavior.</p>	<p>1A.2a. Describe a range of emotions and the situations that cause them.</p>	<p>1A.3a. Analyze factors that create stress or motivate successful performance.</p>	<p>1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.</p>	<p>1A.5a. Evaluate how expressing one’s emotions in different situations affects others.</p>
	<p>1A.1b. Demonstrate control of impulsive behavior.</p>	<p>1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.</p>	<p>1A.3b. Apply strategies to manage stress and to motivate successful performance.</p>	<p>1A.4b. Generate ways to develop more positive attitudes.</p>	
<p>B. Recognize personal qualities and external supports.</p>	<p>1B.1a. Identify one’s likes and dislikes, needs and wants, strengths and challenges.</p>	<p>1B.2a. Describe personal skills and interests that one wants to develop.</p>	<p>1B.3a. Analyze how personal qualities influence choices and successes.</p>	<p>1B.4a. Set priorities in building on strengths and identifying areas for improvement.</p>	

Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early High School	Late High School
	1B.1b. Identify family, peer, school, and community strengths.	1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	1B.3b. Analyze how making use of school and community supports and opportunities can contribute to school and life success.	1B.4b. Analyze how positive adult role models and support systems contribute to school and life success.	1B.5b. Evaluate how developing interests and filling useful roles support school and life success.
C. Demonstrate skills related to achieving personal and academic goals.	1C.1a. Describe why school is important in helping students to achieve personal goals.	1C.2a. Describe the steps in setting and working toward goal achievement.	1C.3a. Set a short-term goal and make a plan for achieving it.	1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.	
	1C.1b. Identify goals for academic success and classroom behavior.	1C.2b. Monitor progress on achieving a short-term personal goal.	1C.3b. Analyze why one achieved or did not achieve a goal.	1C.4b. Apply strategies to overcome obstacles to goal achievement.	

Social Emotional Learning Standards

<p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p>	<p>Why this goal is important: Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one’s own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.</p>
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Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early High School	Late High School
<p>A: Recognize the feelings and perspectives of others.</p>	<p>2A.1a. Recognize that others may experience situations differently from oneself.</p>	<p>2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.</p>	<p>2A.3a. Predict others’ feelings and perspectives in a variety of situations.</p>	<p>2A.4a. Analyze similarities and differences between one’s own and others’ perspectives.</p>	<p>2A.5a. Demonstrate how to express understanding of those who hold different opinions.</p>
	<p>2A.1b. Use listening skills to identify the feelings and perspectives of others.</p>	<p>2A.2b. Describe the expressed feelings and perspectives of others.</p>	<p>2A.3b. Analyze how one’s behavior may affect others.</p>	<p>2A.4b. Use conversation skills to understand others’ feelings and perspectives.</p>	<p>2A.5b. Demonstrate ways to express empathy for others.</p>
<p>B: Recognize individual and group similarities and differences.</p>	<p>2B.1a. Describe the ways that people are similar and different.</p>	<p>2B.2a. Identify differences among and contributions of various social and cultural groups.</p>	<p>2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.</p>	<p>2B.4a. Analyze the origins and negative effects of stereotyping and prejudice.</p>	<p>2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.</p>

Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early High School	Late High School
	2B.1b. Describe positive qualities in others.	2B.2b. Demonstrate how to work effectively with those who are different from oneself.	2B.3b. Analyze the effects of taking action to oppose bullying based on individual and group differences.	2B.4b. Demonstrate respect for individuals from different social and cultural groups.	2B.5b. Evaluate how advocacy for the rights of others contributes to the common good.
C: Use communication and social skills to interact effectively with others.	2C.1a. Identify ways to work and play well with others.	2C.2a. Describe approaches for making and keeping friends.	2C.3a. Analyze ways to establish positive relationships with others.	2C.4a. Evaluate the effects of requesting support from and providing support to others.	
	2C.1b. Demonstrate appropriate social and classroom behavior.	2C.2b. Analyze ways to work effectively in groups.	2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness.	2C.4b. Evaluate one's contribution in groups as a member and leader.	
D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2D.1a. Identify problems and conflicts commonly experienced by peers.	2D.2a. Describe causes and consequences of conflicts.	2D.3a. Evaluate strategies for preventing and resolving interpersonal problems.	2D.4a. Analyze how listening and talking accurately help in resolving conflicts.	2D.5a. Evaluate the effects of using negotiation skills to reach win-win solutions.
	2D.1b. Identify approaches to resolving conflicts constructively.	2D.2b. Apply constructive approaches in resolving conflicts.	2D.3b. Define unhealthy peer pressure and evaluate strategies for resisting it.	2D.4b. Analyze how conflict-resolution skills contribute to work within a group.	2D.5b. Evaluate current conflict-resolution skills and plan how to improve them.

Social Emotional Learning Standards

<p>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p>	<p>Why this goal is important: Promoting one’s own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one’s classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one’s decision making.</p>
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Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early High School	Late High School
<p>A: Consider ethical, safety, and societal factors in making decisions.</p>	<p>3A.1a. Explain why unprovoked acts that hurt others are wrong.</p>	<p>3A.2a. Demonstrate the ability to respect the rights of self and others.</p>	<p>3A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.</p>	<p>3A.4a. Demonstrate personal responsibility in making ethical decisions.</p>	<p>3A.5a. Apply ethical reasoning to evaluate societal practices.</p>
	<p>3A.1b. Identify social norms and safety considerations that guide behavior.</p>	<p>3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.</p>	<p>3A.3b. Analyze the reasons for school and societal rules.</p>	<p>3A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions.</p>	<p>3A.5b. Examine how the norms of different societies and cultures influence their members’ decisions and behaviors.</p>

Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early High School	Late High School
B: Apply decision-making skills to deal responsibly with daily academic and social situations.	3B.1a. Identify a range of decisions that students make at school.	3B.2a. Identify and apply the steps of systematic decision making.	3B.3a. Analyze how decision-making skills improve study habits and academic performance.	3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.	3B.5a. Analyze how present decision making affects college and career choices.
	3B.1b. Make positive choices when interacting with classmates.	3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	3B.3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	3B.4b. Apply decision-making skills to establish responsible social and work relationships.	3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships.
C. Contribute to the well-being of one's school and community.	3C.1a. Identify and perform roles that contribute to one's classroom.	3C.2a. Identify and perform roles that contribute to the school community.	3C.3a. Evaluate one's participation in efforts to address an identified school need.	3C.4a. Plan, implement, and evaluate one's participation in activities and organizations that improve school climate.	3C.5a. Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.
	3C.1b. Identify and perform roles that contribute to one's family.	3C.2b. Identify and perform roles that contribute to one's local community.	3C.3b. Evaluate one's participation in efforts to address an identified need in one's local community.	3C.4b. Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.	