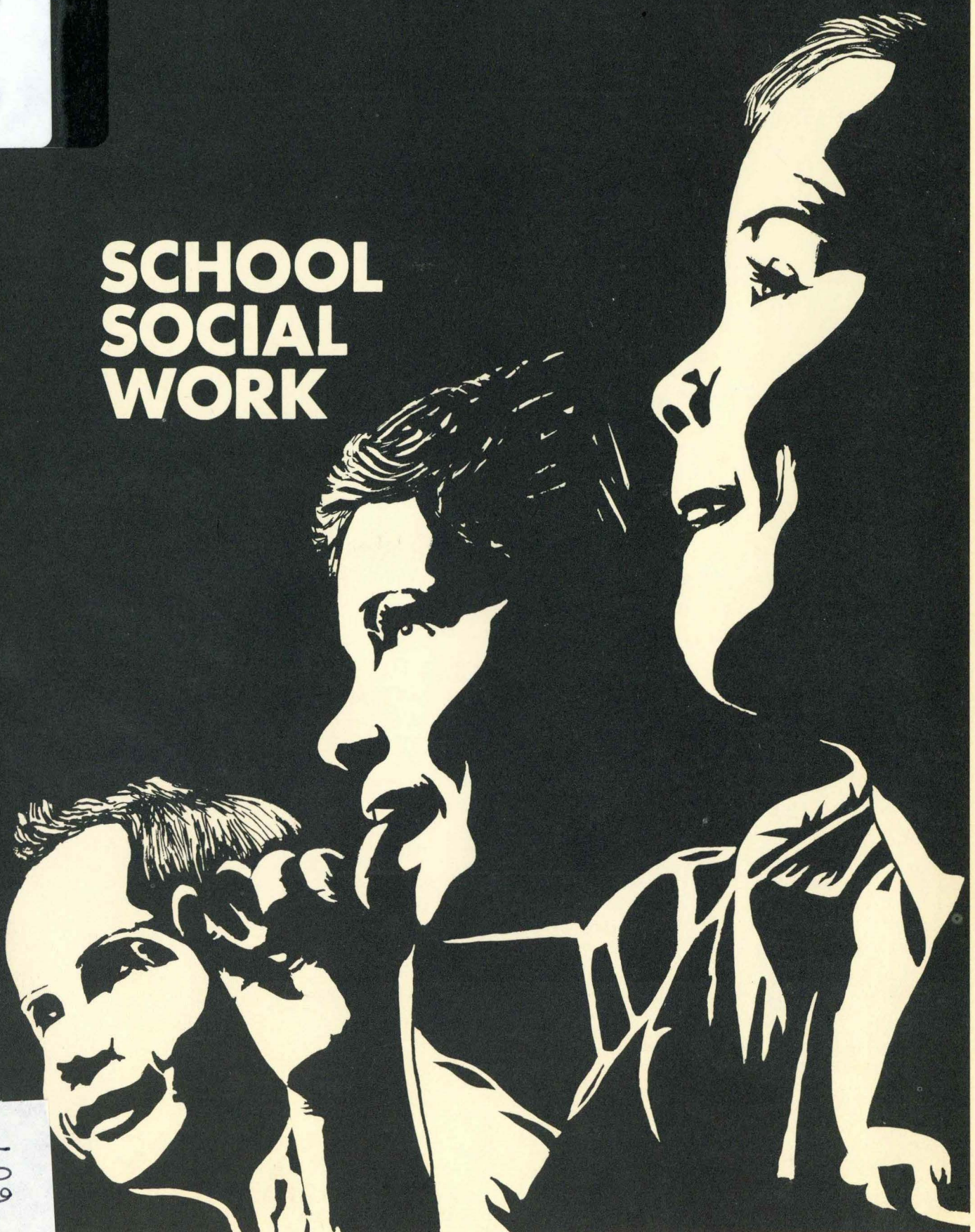


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SCHOOL SOCIAL WORK



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STATE OF IOWA DEPARTMENT OF PUBLIC INSTRUCTION

SCHOOL SOCIAL WORK

A SERVICE OF IOWA SCHOOLS

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Des Moines, Iowa 50319
1968

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DEPARTMENT OF PUBLIC INSTRUCTION
Des Moines 50319

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FOREWORD

Education can never be static. The preparation essential for adjustment to the demand of today's society has changed and will continue to change. One of the best traditions of American education has been the continuous drive to embrace new knowledge, concepts, and practices.

Based on the conviction that *all* children should be helped to experience success in school, programs and services have increased in variety and quality. The professional base which has been traditional in public education has thus continued to expand to include a wider range of non-instructional, professional personnel. Included in this development are the psychologist, nurse, speech therapist, physical therapist, guidance counselor, hearing clinician, child development specialist, and, more recently in Iowa, the school social worker.

This publication explores the services of professional social work in the school setting. Basic in the development of a job description and delegation of responsibilities is the concern for early detection and prevention of social and emotional maladjustment. A high degree of parent involvement beginning at the preschool program level is crucial to building and strengthening a positive relationship between home, community, and the school.

PAUL F. JOHNSTON
State Superintendent of Public Instruction

INTRODUCTION

This publication has been prepared as a guide for structuring and providing for social work services in the schools. It is a descriptive outline of social work services to aid the superintendent in his assignment of responsibilities. It also serves to orient the teacher, school psychologist, guidance counselor, nurse, and other professional school personnel, all of whom are important colleagues of the social worker, in efforts to help children hampered in school by personal, social, or environmental factors.

In addition, this publication serves as an introduction of school social work services to public and private social agencies in the community, the courts, and other interested lay and professional groups.

Acknowledgment is given to the consultants of the State of Iowa Department of Public Instruction who read the original copy and shared their constructive comments.

Recognition is given to Paul F. Johnston, state superintendent of public instruction, and his administration, specifically Drexel D. Lange, associate superintendent, and Richard E. Fischer, director, Division of Special Education, for their confidence in the contribution social work can make in the school. This conviction led to the present emphasis and stature of school social work.

LARRY D. POOL, ACSW
Consultant, School Social Work Services

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I. WHY SCHOOL SOCIAL WORKERS?

"Schools stand as the chief expression of American tradition of fair play for everyone, and a fresh start for each generation. It is no longer thought proper to restrict educational programs to the skills of the mind, even though these skills remain of fundamental importance. Schools also attempt . . . to do anything else which will help bring a child up to the starting line of adult life as even with his contemporaries as native differences in ability permit."^{1/}

The importance of education is being recognized as crucial in today's society. Education is seen as a key to the opportunities provided by our society. Without academic skills or appropriate training for a grade, many material benefits are not attainable. Personal fulfillment and advancement are limited. It is accepted by our society that each child shall have a successful school experience that will develop his individuality in a positive, enhancing manner.

Not all children succeed in school. It is estimated that 10 to 25 per cent of the total school enrollment is unsuccessful, due mainly to the pupil who is unmotivated, or the pupil who is severely withdrawn, or the one who is aggressively belligerent. An equally serious reason is the child who is frequently absent from school. Other reasons for lack of success are academic learning problems, problems in effectively relating on a personal and/or social level, and problems in the out-of-school environment, including home problems, which interfere with the child's successful daily involvement in the school program.

Evidence is abundant that the reason for many failures originate in disturbed parent-child relationships. Schools are beginning to recognize the need of helping parents to promote their children's successful emotional growth early through meaningful



^{1/} Quoted from Summary Statement of the Report to the President from the Committee for the White House Conference on Education of 1955.

identification activities, development of healthy self-esteem, and by encouraging use of energies for learning and other work.

It is the school's function to take children with their diversity of intelligence and background and to provide them with experiences which will result in developing responsible citizens. In fulfilling this purpose, the school, through its curriculum, works as a co-partner with the home to promote the development of each individual's talents and abilities, not only for his own personal happiness and self-realization, but also for the improvement of society.

The social worker's function is to help the child cope with the adjustment problems resulting from negative environmental influences that interfere sub-

stantially with his ability to make use of the services of the school.

The social worker is a coordinator for the school, home, and community. He brings to the school a service based on particular areas of knowledge. These areas deal with:

- an understanding of human behavior and the forces that shape personality.
- an awareness of underlying motivations of behavior.
- a knowledge of the home and environmental pressures that distract a child from using the school experience effectively, and
- an ability to assess the dynamic emotional and social factors that hinder learning.



II. DEVELOPMENT OF SCHOOL SOCIAL WORK

A. National Historical Developments

School social work programs were first developed on the east coast during the period 1906-1907. These early programs were established as demonstrations to illustrate the value of cooperative work between the home and school. These programs were soon judged successful, and personnel was added as part of the regular school staff to continue programs of this nature.

During the period of 1920-1940, many new programs of school social work were introduced across the nation in school districts of all sizes. Objectives of these programs were to modify home conditions which made it difficult for the student to be an apt learner and to attend school regularly, and to prevent patterns of juvenile delinquency from developing into more severe problems.

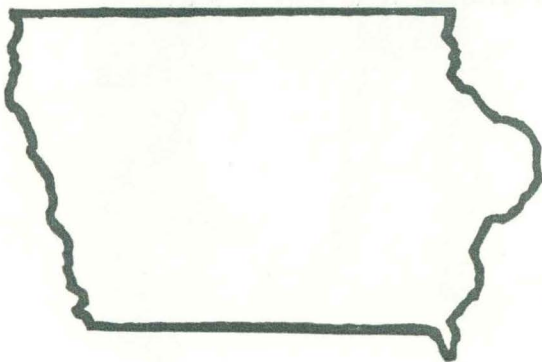
Following World War II, school social work programs grew rapidly. Educators outlined social work functions and practice. Qualifications for the position of social worker were established.

B. The Developing Picture in Iowa

In December 1965, Iowa became the 12th state to create a consultant position responsible for school social work development at the SEA level. Since then, opportunities for school social workers have developed rapidly throughout Iowa. An active interest prevails throughout the state in promoting services for children having social, academic, and adjustment difficulties. Program development has centered around early detection of children with difficulty in personal and/or social relationships. The program also attempts to detect children with high absenteeism.

C. Title I, ESEA, Influence

As a result of Title I of the Elementary and Secondary Education Act of 1965, often referred to



as ESEA, or Public Law 89-10, there immediately developed an interest in professional social work in the school. Title I of this act pertains to children who are culturally-deprived and to children with handicapping conditions such as emotional maladjustment. Financial aid from ESEA must center on services for a specific group of children. Major emphasis is directed toward helping children adjust in school. Subsequently, this emphasis leads to a broader concern and consideration of the *whys* behind poor school adjustment and emphasizes needs that exist beyond what is already being accomplished.

D. State Certification Standards

In Iowa, prior to ESEA, there were no certification requirements that identified or encouraged professional social workers. Persons with a general education background and orientation were permitted to perform social work functions in the school.

Recognizing the shortage of personnel in the social work profession, it was considered unrealistic to expect school social workers to qualify twice for positions by obtaining both a teaching certificate and a master of social work degree. Yet the reality remained that a teaching certificate was required of all persons employed by the school and who worked directly with children.

On February 11, 1966, the State Board of Public Instruction authorized a change of certification in Iowa. A new professional, non-instructional category, professional social work, was established for persons being hired under an approved Title I, ESEA, project. The statement reads:

Professional Recognition

"The State Superintendent is authorized to issue a Statement of Professional Recognition to any non-instructional professional persons employed under an approved Title I, ESEA, project who meets the standards recognized by the

State Board of Public Instruction for the area of professional service involved."

Basis for the Professional Recognition of Social Workers

"The basis for the professional recognition of a social worker employed under an approved Title I, ESEA, project shall be the possession by such person of a Master's degree in social work granted by an institution of higher learning approved in a manner acceptable to the State Superintendent to offer the program of preparation and supervised practice leading to this degree."

Thus, the school social work program sets as its requirement a master's degree in social work from a school which has been accredited by the Council on Social Work Education. This program usually covers a two-year graduate study period with an integrated program of class and field instruction.

Persons working in social work with less education, or with education in another area, should have a written job description on file and should receive supervision from a certified person. The title for such a position should be other than school social worker. The employment of persons with less than a master's degree in social work is not encouraged without developing a total scheme defining roles. Special education reimbursement will be given *only* to persons with MSW social work training.

In addition to a master's degree in social work, a school social worker should:

- have a liking for people—adults as well as children.
- have a positive conviction of the importance of school experience for children.
- like working with educators in the school.
- have ability to work in a team.

III. WHOM DOES THE SCHOOL SOCIAL WORKER HELP?

A. The School

The satisfactory adjustment of each child contributes to the harmony and functioning of the school. School social workers are prepared to act as consultants to the principal, the teacher, or other school personnel on problems related to the adjustment of a child or a group of children in school. The worker is also specifically trained to help the school find solutions to social and emotional problems that interfere with a child's educational progress.

B. The Principal

The principal, as administrator of the school, is aware of many children in the school who have problems adversely affecting other pupils and the classroom. Together the principal and the worker determine ways in which the worker may be helpful. They decide which situations should have priority within the time allotted. The effectiveness of school social work is clearly related to the principal's acceptance and interpretation of the worker's services to the child, the parents, the teacher, and other school personnel.

C. The Teacher

The teacher is one of the most important persons in a child's life and usually spends more time with the child than any other individual except his parents. Responsibility for the education of the child inevitably rests with the teacher, even though some children exhibit behavior problems which make teaching difficult. The school social worker assists the teacher in understanding the problems of the disturbed child and the child exhibiting behavior problems. With increased understanding, the worker and teacher are able to develop appropriate plans and action for helping problem children. The school social worker is particularly dependent upon the teacher for early identification of children with potential serious problems.



D. The Child

The child brings to school a pattern of behavior learned in his home and community, perhaps causing difficulty in adjusting to the school program. If necessary a school social worker studies the child and his background to understand the reasons for the child's behavior and to develop a program to help the child effect a better school adjustment and complete his education.

E. The Parent

Since parents are such an integral part of a child's

life and success, communication between school and home is essential. The school social worker assists parents in understanding the school's position as well as the child's attitudes, behavior, capacities, and adjustment in school. This may involve helping parents to learn more about themselves, their own needs, and the extent to which they may be causing the child's problems in school or his absenteeism. When a parent understands the school and communicates with the school, he is better able to contribute to his child's school adjustment.



IV. A MEMBER OF THE SCHOOL TEAM

In planning the effective development of a school social work program, teamwork and good interprofessional relationships are extremely important. This team includes the teacher, administrator, psychologist, guidance counselor, speech therapist, nurse, hearing clinician, and other specialists. The advantage of a team is that it enables each person to contribute information in those areas in which he is especially trained. Although each team member has training somewhat different from his colleagues, it is necessary that all members working with children have a common fundamental knowledge and understanding of them. They should have a common outlook in philosophy regarding the purpose of the school and its objectives. The framework within which the team operates should be flexible and broad enough to accommodate various disciplines and permit the professional specialists to function harmoniously.

The use of the word "team" does not imply that a group of persons must operate and deal as one body with each child who is referred. Rather, there needs to be a close spirit of rapport and understanding of each other's services inasmuch as one frequently complements the other. There indeed will be complex cases where the greatest benefit will accrue from the total "team" discussing a child whom they have all seen. The team may be limited or expanded depending on the number of persons available in a school system or county unit. There likewise will be many referrals made directly to the appropriate persons for their immediate service, for example school psychologist, school social worker, and nurse.

Teamwork will not occur by itself. It is created by everyone in the school sharing a concern about the successful academic, social, and emotional adjustment of students. To make real progress in developing teamwork, it is necessary to provide ample opportunities for communication and interaction. In the beginning stages of organization and development of a school social work program there should be several meetings of the present professional specialists em-



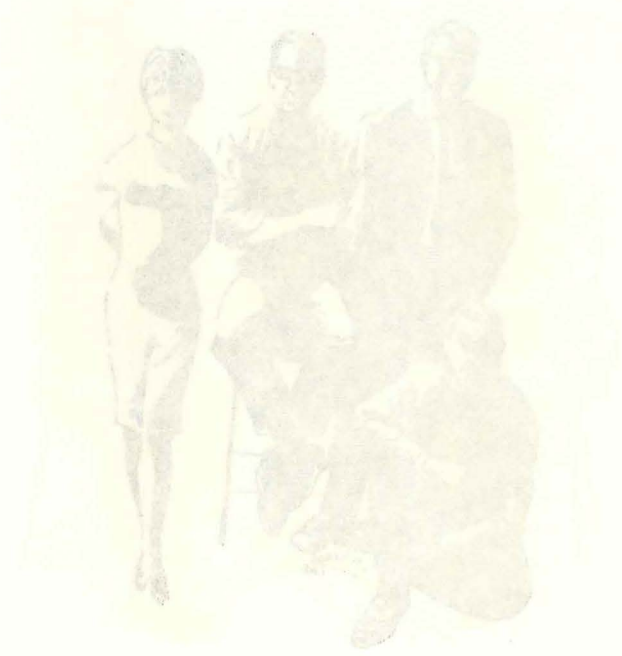
ployed in a school system, county, or multi-county unit to consider the responsibilities each member will carry, and to put this in writing. If handled properly, this discussion will sharpen thinking, provide more definite lines of action, and have lasting beneficial results.

The process of defining roles will increase the respect and understanding of each person for other team members and will bring into sharper focus better ways of helping troubled children and their families.

The contribution of the social worker to the school team is to provide a skilled method of working with families and children to enable them to handle their problems in a more constructive and successful

manner. The social worker assesses the effect of home and community conditions and relationships upon the child's school attitude and performance. His methods are social casework, social group work, community organization and consultation. It is through this helping process that the social worker strives to bring about those changes which will enable the pupil to apply his strength, gain insights, change attitudes, and develop self-discipline.

One important aspect about team functioning is the joint assessment of problem situations. The total impact upon the child is assessed. This involves his academic pursuits as well as his personal and social relationships. The child no longer is a baton being passed from one specialist to another but is rather focused upon in a coordinated and integrated manner.



V. FUNCTIONS OF SCHOOL SOCIAL WORK

A. Preventive — Resource Function

The primary objective of the school social worker should be early identification and prevention of emotional and adjustment problems. The child with behavioral and academic problems is telling the school and community that he needs help. His symptoms, disruptive behavior, under-achievement, or withdrawn behavior, are an indication that something is interfering with his adjustment. He is frustrated and needs to be understood and helped. If his need is not recognized and treated early, he will continue to encounter failure resulting in a loss of academic skills, inadequate personality development, poor social adjustment, delinquency, and significant loss of positive human creativeness and initiative. In a preventative role, the school social worker serves as a resource to school personnel who might wish to discuss the problems of specific children with him.

In contrast to referrals with clear-cut identified problems determined by locally-established referral procedures, the school social worker is also directly available to the classroom teacher who becomes aware of potential problem children early in the school year. The intent is to identify beginning problems which the teacher can deal effectively with if he is able to confer with resource persons. Serving in a resource role allows the social worker to deal with the prevention of problems or detect problems at an early stage rather than to carry a complete caseload of chronic or advanced problem cases. Hopefully, children having difficulty can be identified in kindergarten through third grade, rather than later in the fifth or sixth grades, by which time they probably will have lost valuable academic skills.

B. Collaboration with School Personnel

The social worker offers a service which supplements the work of the teacher, who continues to



carry responsibility for the student in the classroom. In this role he assists the teacher. Together they assess factors affecting the pupil, and they evaluate alternative procedures and solutions. The teacher may continue to work with the child, or formal referral may be made, resulting in the investigation of the home and other environmental conditions, or for psychological services.

Collaboration on assigned cases with school personnel, particularly the pupil's teacher, is an integral part of school social work service. On the elementary level, arrangements to discuss a child can be made through the principal. However, on the secondary level the guidance counselor has probably known the child and will be active in working with the school social worker.

Collaboration with teachers may include working toward facilitating the pupil's school adjustment by:

- interpreting how the caseworker can supplement the services of the teacher through seeing the pupil for interviews, individually or as part of a group, working with parents, or promoting referral to an appropriate agency.
- providing information about nonschool factors involved in the pupil's behavior.

Early identification and referral stresses helping each child go as far in knowledge and education as his ability permits. (See the illustration which appears on page 11.)

C. Child-worker Relationships

"The school social worker's focus with the child is directed toward helping him to work, in a manner appropriate for his age and capacity, on those areas of his problem for which he can take major responsibility. The social worker develops a relationship with the child based on the fact that the child is having difficulty and that the purpose of their work together will be to strive toward some change. Through the use of social casework method, the worker helps the child to understand some of the nature of this problem and to find a new way to use his strength.

"The social worker, by the very nature of his position in the school, can provide for the child a relationship in which he does not have to compete with other children for his interest. In these interviews he may become secure enough to reveal some of his fears, conflicts, and feelings that may get in the way of his being what he would really like to

be. Through this relationship and his new feeling of security, he is often able to move ahead in a new way in the relationship and to sustain this progress in the classroom. Children's comments such as, "I'm not the way I used to be," or "Do you remember when I was always in trouble for fighting?" indicate their awareness of the purpose of their interviews with the school social worker and their recognition of their own change.

"Certainly much of the content of the interviews is not carried on through intellectual discussion. Children have many ways of transmitting their thoughts and feelings—through facial expression, play, telling a story about someone else, etc. The child is often totally unaware of all that he contributes to the interview.

"Social casework with children requires understanding of the child's method of communication and the ability to respond to the child in such a way that he feels understood."^{1/}

The social worker's direct service may be brief or it may continue over a period of several months, or in some cases, several years. The relationship between the pupil and the social worker is established for the purpose of helping the child modify his behavior so he may best utilize his educational opportunities.

Assistance to the pupil is usually direct; however, when the degree of severity or the nature of the problem is such that the services of a family agency, a psychiatrist, or some other specialist is more appropriate, the school social worker encourages such help. Referral also may be on a cooperative basis with school personnel working with either the child or his family while another agency is also active.

The social caseworker, working with the pupil:

- interprets the school referral problem to the child, enabling him to develop a better understanding of the problem. The caseworker attempts to secure his cooperation in solving the difficulty in reference to the classroom and his relationship with his classmates.
- analyzes continuously the child in his school environment and home setting, determining

^{1/} Florence Poole, *Journal of the International Council for Exceptional Children*, XXII, No. 1, (October, 1955)

EARLY IDENTIFICATION AND REFERRAL



It is usually the teacher who first notices that a child needs special help. She is the primary referral source.



Many specialists cooperate in seeking the cause. The school social worker adds an understanding of family dynamics and environmental factors.

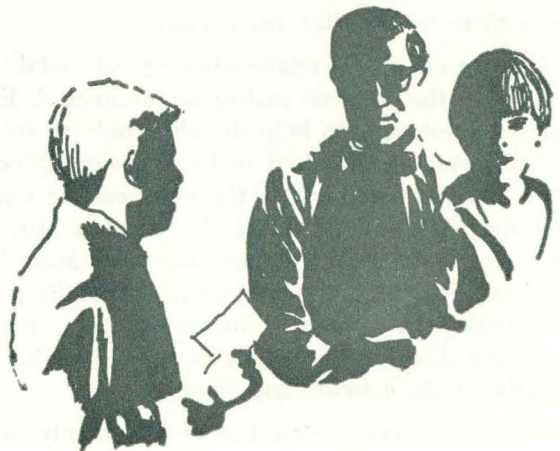


Since parents have a significant influence in the life of a child, involving them in plans for helping the child is of primary importance.



The improved behavior of the child creates a better learning situation, not only for himself . . . but for all other children.

Community agencies may become involved when specialized service is needed. The social worker has an intimate knowledge of the functions and resources of all available agencies.



how these relate to his school adjustment problem.

- encourages the child to use other specialized classes, programs, or services in the school or in the community when needed.
- helps the child to recognize and modify his feelings about himself which may be interfering with his adjustment.
- helps the child to recognize and modify his feelings toward siblings and parents.
- helps the child to recognize and modify his feelings toward teachers, friends, and school personnel.

If successful, the social caseworker has:

- helped the pupil clarify his own problems.
- provided the pupil with support in his acceptance of them.
- stimulated motivation and given guidance for solving or lessening problems.
- helped the pupil develop increased self-understanding in areas which indirectly may relate to his problems.

D. Parent Participation

It is essential and highly desirable to work with parents as early as possible in the casework process since their attitudes and expectations have an important influence on the child's participation in the school experience. Interviews may be arranged by appointment at the school or in the home.

The social worker recognizes the parents' right to be informed about their child. The goal is to increase their understanding of the child's difficulty and to *obtain their constructive participation.*

The parent-child relationship is of vital importance to the child no matter how impaired. Even though the intent is to help the child only in school, parents should be involved in the casework process. Often anxieties and fears in the child can be understood only by understanding the family's attitudes and feelings. Although mothers are more accessible, experience in working with fathers and siblings has demonstrated the value of including them. Efforts are always directed toward finding and building the strengths of the parents and family.

Casework service with the child's family is an

integral part of helping the pupil, and it is provided in an effort to:

- increase parent understanding of the child and his problem in the school.
- help parents share responsibility for the pupil's adjustment in the school, and to work in a meaningful way toward solution of his problems.
- understand intra-family, personal, or other problems interfering with the pupil's progress in school, provided that these difficulties are in keeping with school social work function.
- help parents understand and accept other special school programs and services.
- help parents understand and accept community agency service when such specialized assistance is necessary, particularly in the area of psychiatric service, marital counseling, child placement, medical services, and financial assistance.
- contribute to the overall effectiveness of school-parent relationships by facilitating Parent-Teacher Association meetings and parent-teacher workshops in which parents and school personnel can know one another better.

The parents need to be included in a positive relationship with the school. It is easy for parents to make verbal demands of children and expect good school work and never participate in a supportive way or take an active interest in their child's daily school situation. Some parents fail to realize that placing little significance on school, not attending parent-teacher meetings or not being concerned about school issues has influenced the child.

School may become a negative force between parent and child. Parents want children to achieve, but the parents' emotional and social distance from school sometimes causes lack of participation and interest. With the many frustrations and daily disappointments of life, it is easy for parents to require good performance and then punish for failure, not realizing the effect of praise and positive comments.

Some parents themselves may have failed at school. School for them, perhaps, was a disappointing and frustrating experience. They have never

developed a relationship with school authorities in which they felt comfortable. They may feel that the school has no real concern for them or their children. They fear and half expect their children to repeat their own pattern of school performance. Such parents are unlikely to contact the school. However, they can be reached by the school extending itself to them.

Another group of parents considers the child a status symbol. This child is an extension of his parents' own desires and ambitions and they place severe demands on him for high achievement. Although having a good native ability, he is frequently immobilized by fears that he will not be able to fulfill their expectations.

E. Referral Service to State and Community Resources

Children with complex problems may need more help than the school can offer. When additional help is needed, the child and his family are referred to the appropriate resource.

The school social worker should be well-informed on resources available to children and their families, and be familiar with the process involved in referral.

F. Preschool Role

In the development of preschool programs, effort should be made to give parents a positive experience with the school. Motivation inspired by the parents is undoubtedly the basic and the most long-lasting. *A preschool clinic directed toward this end and including all parents has definite merit.*

By working with parents beginning at the pre-

school level the public schools can contribute to the community program of primary prevention in mental health.

- Public school personnel are meaningful in the development of the child's personality. Their relationship with children places them in the role of serving as emotional caretakers. School personnel are expected to provide guidance on a wide variety of parent-child issues.
- With the age of child-rearing parents decreasing, the relationship between the home and school needs to be reassessed. If public education is to build upon the strengths of family life, rather than the exclusion of the family, barriers between the home and the school must be lowered.
- The school social worker, due to his unique assignment of working with the family, is in an ideal position to help school personnel deal with parental anxieties, hostilities, guilt.

Since the school is a social institution through which all children must pass, its preventive function can be significant if a positive home-school partnership is established. It should not be a case of the school taking over from the parents. Innovation is needed to encourage parent participation early in the child's school experience and to see that this participation continues. A program where school and parents work together has long been accepted as ideal for maximum child development.

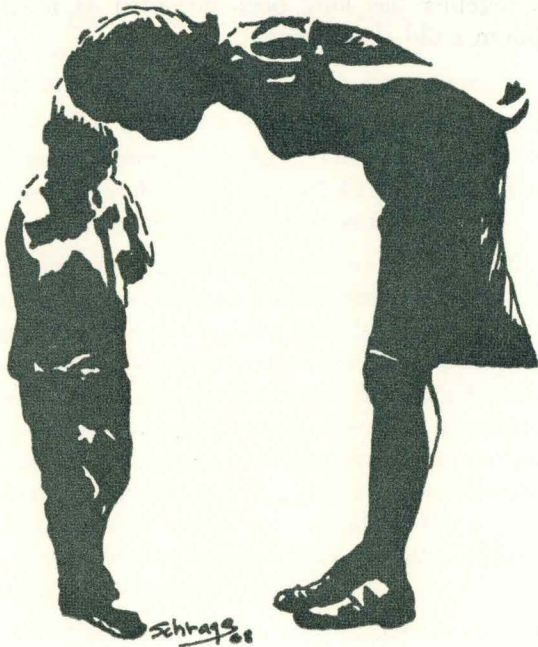
VI. AN OUTLINE OF SOCIAL WORK SERVICES

The following quotation is taken from the booklet, *Pupil Personnel Services*, published by the Council of Chief State School Officers in 1960. This was a policy statement intended to serve as a guide for state education departments in development of services.

“One of the school social worker’s most unique contributions is his skill in the use of the social casework method. Another is his extensive knowledge and use of the various social institutions and agencies. He contributes to the study and adjustment of pupil problems through facility in the use of school and community resources, through an understanding of human growth and behavior, and an ability to share his professional competency with others in the school.

“The functions of school social work services include:

- casework service with the individual pupil toward the correction of certain personal, social, or emotional maladjustments
- casework service with parents as an integral part of the task of helping the pupil—to increase parents’ understanding, their constructive participation, and their use of appropriate resources
- case consultation and collaboration with other school personnel—to gather and get information on a case, and to establish and plan for respective roles in the modification of the pupil’s behavior
- cooperative action with the person in charge of pupil personnel services in referral of pupils, cooperation with parents, contact with community social agencies, coordination of school social work services with the work of these agencies, and cooperation with such agency in determining needs for



and developing additional casework resources.”

The services may be further spelled out to include:

- performing casework with parents, either individually or as a part of a group, to improve parent-child relationships where it is felt to be a significant factor in the poor school adjustment and academic performance of a child
- interviewing parents and children for referral to other community, county, or state agencies
- consulting cooperatively with school personnel to provide the most appropriate service to the child based upon an interdisciplinary assessment of the total daily life experience of the child
- maintaining social case records indicating the focus of activity
- helping teachers use information professionally concerning children and families, guarding its confidential nature
- providing regular feedback to school personnel of pertinent and helpful information concerning students
- assisting the school in working closely with the home and community
- helping with programs for emotionally-disturbed, delinquent, and dropout-prone children
- assisting in the social adjustment of children new in the community or returning to the community from institutions such as those in Mitchellville, Eldora, and Independence.
- concentrating efforts on preschool programs and pupils in kindergarten through third grade as an early detection and preventative measure.

VII. IDENTIFIABLE PROBLEM AREAS

Learning and behavior difficulties can be identified frequently in kindergarten or first and second grade. If promptly referred, more serious problems may be prevented in the higher grades.

Too often these children do not "catch up next year" or "change during the summer." The school social worker, serving as the first line of referral, becomes active in a preventive role.

Many problems emerge as worthy of attention. They can be grouped as follows:

School adjustment problems involve pupils with chronic tardiness, irregular attendance, unfavorable classroom attitudes and behavior, lack of interest in school, poor achievement, and failure to complete assignments.

Home adjustment problems which can affect the concentration and motivation of the pupil include conditions such as neglect, lack of supervision, burdensome home duties, parental conflicts, economic inadequacies, excessive performance demands.

Social adjustment problems involve irresponsibility, stealing, talkativeness, over-demanding behavior, cheating, defiance, lack of friends, oversuggestibility, which can lead to delinquency or dropout problems.

Personal adjustment problems include aggressive tendencies and persistent hostility; excessive day dreaming, shyness, and unresponsiveness; emotional immaturity, infantile speech, and unfounded fears; chronic nervousness, and unhappiness; severe withdrawn behavior, and frequent crying.

Handicapping problems include conditions which affect the pupil's freedom of interaction with others such as speech or hearing difficulties, blindness, physical handicaps, or other physical peculiarities which cause ridicule or rejection.



VIII. ADMINISTRATIVE ASPECTS OF SCHOOL SOCIAL WORK PROGRAMMING

A. Physical Space and Equipment

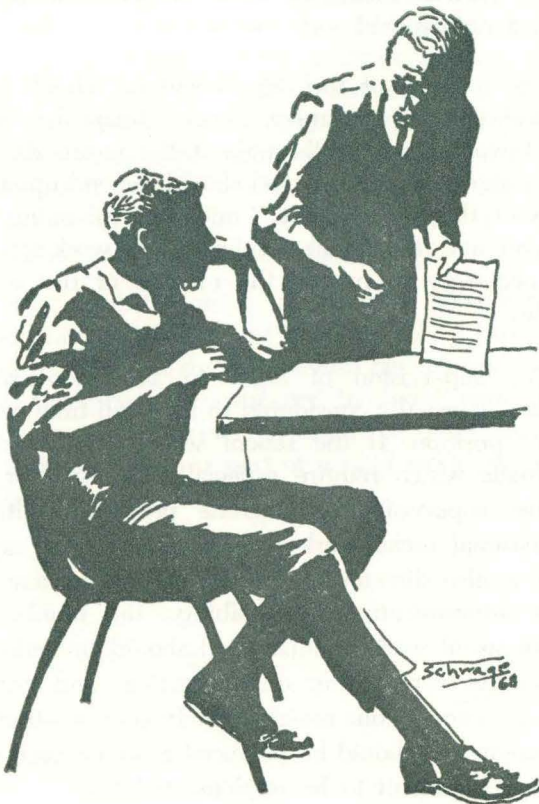
Essential to the effective functioning of the school social worker is the provision of adequate office space and equipment. School social workers should have a base office in addition to office space in each school. Offices should be readily accessible to children and families as well as to school personnel. The office should afford privacy, sufficient space, proper ventilation, and lighting. Furnishings in a base office and individual school offices should include standard office equipment such as desk, chairs, telephone, separate lock-file cabinets, dictation equipment, storage facilities, chairs scaled for elementary pupils, and therapeutic play equipment. The school district should develop and maintain a social work library including professional periodicals and literature.

B. Secretarial Assistance

School social workers should have available to them adequate secretarial help. Secretarial help is needed to prepare case reports, records, correspondence, and to perform other responsibilities. Secretarial personnel must be impressed with the confidentiality of social work records. It is imperative that no student help be used for clerical assistance.

C. Pupil Caseload

Caseload refers to the number of cases or pupils assigned to the worker for service. Although a tendency exists to assign a worker a large number of direct service cases, sufficient time should be allowed for him to function with school personnel in a resource-preventive role with preschool and innovative parent projects.



It is most effective and helpful to the school if the social worker's caseload is balanced. This means having cases with problems just becoming evident, others moderately severe, to those that are extremely disturbed. Generally, more pupils whose troubles have been identified early can be helped in a given period of time than can pupils whose problems have been left untreated. The number of pupils that can be served usually decreases in direct relationship to the complexity of the problems. Usually a balanced caseload is one in which the majority of pupils desire help and have some chance of readjusting within the school year.

Securing a balanced caseload can be encouraged by the school principal, other educational administrators, and the school social work staff. The school principal's assistance is important while service is being rendered, for at times the authority vested in this position is needed to break through the resistance which impedes casework progress.

The goal of the program is effective service, which often is measured by the degree of change evident in the pupil or in his environment. In hard-core cases change is usually slow, and requires considerable follow-up assistance.

D. Professional Social Work Supervision

Professional supervision of social workers is one method used to develop, expand, and improve their base knowledge and skills essential to fulfilling their social work assignment. It assures the maintenance of standards and the implementation of the plans, purposes, and objectives for which the school exists. It is one of several means to which the worker is held accountable for his practice. It also helps achieve a sense of professional identity and accomplishment. This enabling process gives strength, direction, and authority to a social worker as he performs a defined role. The frequency and depth of supervision is dependent upon professional maturity and established performance of the school social worker. Weekly supervisory conferences are recommended for inexperienced social workers. As competency and maturity are established, supervision is tailored to meet the needs of the worker. The National Association of Social Workers (NASW), the professional standard-setting organization for social workers, recommends two years of consistent professional supervision after receipt of the professional social work degree.

Supervision is always performed by a professional social worker who has demonstrated his potential and competency for teaching and assisting a fellow worker. An inexperienced worker recently graduated should be provided with professional supervision and generally not be assigned in a supervisory role. Following two years of satisfactory performance in a supervised role, a social worker may then apply for entrance into the Academy of Certified Social Workers. If his performance has been of professional quality, he is accepted to membership and may then use the letters ACSW following his name to designate his satisfactory performance.

It is highly desirable to recruit an experienced social worker when developing a new program of school social work. Where more than one social worker is employed, one should be designated supervisory and administrative responsibilities. As services grow, school social work should be organized on a department level with a director who is responsible to an assigned administrator of the school system. All persons working in an assigned area of social work should then be responsible to the director of the social work department. Non-professionals, auxiliary school personnel such as home-school workers, should receive their task assignments and supervision directly from a professional social worker.

The director of the department of school social work should plan, organize, and coordinate the school social work program throughout the entire district. The assignment of personnel should depend upon the goals of the total district. Continuous planning, expansion, and refinement of school social work services are necessary to further the mission of the school system.

The supervision of eight to 10 school social workers is usually considered to be a full-time supervisory position. If the school social workers carry caseloads which require especially intensive or extensive supervision, or include personnel without professional social work education, or if the supervisor is also director of the department or assumes other administrative responsibility, the number of school social workers supervised should be reduced. Sometimes supervision, administration, and service are combined in one assignment. In such a situation, an assignment should be balanced to allow each part of the assignment to be implemented fully.

E. Supervision of Other Social Work Personnel

A new dimension in the field of school social work is the use of a person at the bachelor's degree level who functions in selected social work areas under close supervision of the professionally-prepared social worker. These individuals have proven to function effectively and, at the same time, permit the professionally-trained social worker to concentrate on tasks which require more highly developed knowledge and skills. A further use of such individuals permits concentration of effort in problem areas. These individuals are particularly effective for they often have cultural, social, and economic status which are acceptable to their communities. They provide a crucial link from the problem area to the social worker. In both cases, the function of these persons must be integrated into the existing school program and supervised by the professionally-educated social worker.

F. Responsibility for Social Work Education

In order that prospective social workers might be prepared for school social work positions, local school districts bear responsibility of providing opportunities for advanced students to practice field work in the schools. Students in schools of social work undertake a period of practice known as field work which is part of their master's degree program. Supervision of graduate students in a school district can be a part of the assignment of a social worker employed by that district, or supervision can be extended by the university. The latter would more likely occur when a number of students are placed with a school district as a student training unit.

Other contributions to social work education include the preparation of articles for professional journals. Research studies are also needed and school social workers are encouraged to define needed research areas. Also, research might be undertaken by a graduate student as part of a field work project in a school district.

G. How and When To Refer

The classroom teacher will generally be the first to recognize a troubled child and so is the primary source of referral. He should discuss a child's problem soon after becoming aware that the child needs help. However, concerns also may be registered by the nurse, special educators, guidance counselors, and the child's parents.

Referral to the social worker is made directly by the teacher with the principal's knowledge. However, the principal remains the administrator of his school and any administrative decisions concerning pupils need his approval.

The teacher, or referring person, should be able to state his concern and observations in writing and appropriate forms should be available.

The referral process must be developed within each school, and should stress early identification and prompt service to children having difficulty.

H. Financial Basis

The salary of a school social worker may be reimbursed in one of two ways. This may be by *100 per cent reimbursement from Title I funds* when this service has been added as an approved project under Title I, or reimbursement may be made on the basis of the state's reimbursement plan for special personnel. For details, see the publication, *Special Education Approval Requirements and Reimbursement Plan*, State of Iowa Department of Public Instruction. In either case a qualified person is one who meets the state's standards, that is, holds a master's degree in social work (MSW) from a recognized training institution.

While large school systems will be hiring more than one school social worker, small school districts may wish to plan with other school districts for a joint or cooperative project in which they would share the expense and likewise the services of the social worker. On a county basis all or any number of school districts may plan cooperatively to obtain social work services.

IX. GRADUATE SOCIAL WORK CURRICULUM

Curriculum in graduate schools of social work is standardized, and the schools are accredited by the Council of Social Work Education. Thus, the curriculum in professional schools of social work is roughly the same from one school to another.

The first area of study is *understanding social welfare*. This relates to the history of social welfare and social work, the system of values it adheres to, and a knowledge of the ethical behavior of the various social institutions that man has developed to help himself, individually and collectively. This ranges from individual service agencies to the broad, comprehensive programs of social security. The student is generally required to take approximately four to six courses.

The second area of the curriculum is *understanding human beings*. This includes the study of personality development from the time of conception to the time of death. The entire range of human development is considered. Most schools of social work have evolved what might be called a more eclectic approach to human behavior and growth. The emphasis is on understanding people individually and collectively drawing heavily on academic disciplines such as psychology and sociology and other professional disciplines.

The third area is called *understanding and applying the methods of helping*. This includes social work intervention, or how one goes about trying to help others in the resolution of their problems. The traditional methodological emphases are: social case work which is working with the individual; social group work which is working with more than one person; and social-community organization which is the study and planning of action phases and includes broader types of community service. In addition there is current emphasis on consultation, as well as



on social work administration as a related method. Most social work students prepare to practice case work, group work, or community organization. The present policy of graduate study is to provide exposure for all students to both the casework and group methods, although specialization is generally developed in one of these two methods.

In some ways the most important component in the student's graduate study is the field instruction or the practicum. This educational method is designed to help the student put into practice what he is learning in the classroom. A great deal of emphasis is placed in this experience. While there are variations, there is a substantial amount of quality control in the process. Students have a minimum of about 1,000 clock hours of closely supervised field instruction.

Finally, there is the *research component*. Usually one or two introductory statistics and research courses are required, and then an intense involvement in either a group research project or a thesis. The purpose of the research effort is to prepare the student to be an intelligent consumer of research data rather than a research practitioner. He will become sufficiently skilled in the research method, entering the field prepared to identify research areas, which he will pursue himself or assist others in pursuing.

This is the basic curriculum. It usually is spread over two academic years of full-time enrollment or an equivalent thereof. Some graduate schools are moving into an 18-month program. One such example is the University of Iowa School of Social Work at Iowa City.

Education in professional social work has moved to an emphasis on the generic base. While the student elects a major in the methods area, the conviction of

the profession is that any good social worker should be able to apply his social work expertise in a variety of agencies; hence, the basic education is common. However, a student who knows that he wants to work in the schools may be provided with a field or practicum experience in the school setting. The real task of the social worker going into any host-setting, such as the schools, is to adapt himself to the setting.

The following is an example of course requirements for the MSW Degree. Requirements for students qualifying for the degree are as follows:

	Semester Hours
ALL STUDENTS	
Socio-cultural Concepts Related to Social Work Practice -----	2
Group Behavior -----	2
Social Welfare Policy I and II -----	4
Individual Growth and Development I and II --	5
Administrative Aspects for the Practitioner ----	2
Introduction to Social Work Research I and II -	4
Practicum in Social Work Research -----	2
or	
Seminar in Research in Social Work -----	2
Seminar: The Social Work Profession -----	2
Field Practice -----	27½
SOCIAL CASEWORK MAJORS	
Social Casework I, II, III, and IV -----	8
Adult Psychopathology -----	2
Emotional Disorders of Children -----	2
Introduction to Group Work -----	1
Introduction to Community Organization -----	1
Elective -----	2
SOCIAL GROUP WORK MAJORS	
Social Group Work I, II, III, and IV -----	8
Adult Psychopathology -----	2
Emotional Disorders of Children -----	2
Introduction to Casework -----	1
Introduction to Community Organization -----	1
Elective -----	2
COMMUNITY ORGANIZATION MAJORS	
Community Organization I, II, III, and IV ----	8
Introduction to Casework -----	1
Introduction to Group Work -----	1
Electives -----	6

The following is a list of the names of the students who have been admitted to the school for the year 1900-1901. The names are arranged in alphabetical order of the surnames. The names of the students who have been admitted to the school for the year 1900-1901 are as follows:

The following is a list of the names of the students who have been admitted to the school for the year 1900-1901. The names are arranged in alphabetical order of the surnames. The names of the students who have been admitted to the school for the year 1900-1901 are as follows:

ADMITTED FOR THE YEAR 1900-1901	
1	John A. Adams
2	John B. Adams
3	John C. Adams
4	John D. Adams
5	John E. Adams
6	John F. Adams
7	John G. Adams
8	John H. Adams
9	John I. Adams
10	John J. Adams
11	John K. Adams
12	John L. Adams
13	John M. Adams
14	John N. Adams
15	John O. Adams
16	John P. Adams
17	John Q. Adams
18	John R. Adams
19	John S. Adams
20	John T. Adams
21	John U. Adams
22	John V. Adams
23	John W. Adams
24	John X. Adams
25	John Y. Adams
26	John Z. Adams
27	John A. Adams
28	John B. Adams
29	John C. Adams
30	John D. Adams
31	John E. Adams
32	John F. Adams
33	John G. Adams
34	John H. Adams
35	John I. Adams
36	John J. Adams
37	John K. Adams
38	John L. Adams
39	John M. Adams
40	John N. Adams
41	John O. Adams
42	John P. Adams
43	John Q. Adams
44	John R. Adams
45	John S. Adams
46	John T. Adams
47	John U. Adams
48	John V. Adams
49	John W. Adams
50	John X. Adams
51	John Y. Adams
52	John Z. Adams
53	John A. Adams
54	John B. Adams
55	John C. Adams
56	John D. Adams
57	John E. Adams
58	John F. Adams
59	John G. Adams
60	John H. Adams
61	John I. Adams
62	John J. Adams
63	John K. Adams
64	John L. Adams
65	John M. Adams
66	John N. Adams
67	John O. Adams
68	John P. Adams
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72	John T. Adams
73	John U. Adams
74	John V. Adams
75	John W. Adams
76	John X. Adams
77	John Y. Adams
78	John Z. Adams
79	John A. Adams
80	John B. Adams
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82	John D. Adams
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85	John G. Adams
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87	John I. Adams
88	John J. Adams
89	John K. Adams
90	John L. Adams
91	John M. Adams
92	John N. Adams
93	John O. Adams
94	John P. Adams
95	John Q. Adams
96	John R. Adams
97	John S. Adams
98	John T. Adams
99	John U. Adams
100	John V. Adams

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SELF-EVALUATION FORM

Appendix

SELF-EVALUATION FORM

This guide is designed to serve as a tool in the evaluation and administration of school social work services. If discussed in detail, the total range of school social work services and its effectiveness will have been assessed. An annual procedure such as this is recommended.

Appendix

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Paul F. Johnston, Superintendent
Des Moines, Iowa 50319

SCHOOL SOCIAL WORK
SERVICES

The Cooperative Review Service is a partnership effort of the Department of Public Instruction and the local school system. The aim is to raise the quality of instruction and to advance the opportunities available to all pupils for better learning.

**Cooperative Check List to Evaluate Important
Areas of School Programming for Handicapped Children**

INSTRUCTIONS

- This check list relates primarily to the services of school social work.
- Note that items consist of standards and practices that generally characterize good school programs.
- Base your conclusions on the total program in terms of meeting total school district needs rather than as to whether or not a single individual has been employed in this service area.
- If you wish to qualify an item, enter an explanatory note in the space after it, or at the end of the section. If more space is needed, additional sheets may be attached. Identify by number and part. All items which you have added have qualifying statements.
- At the end of this guide there is a summary for indicating strong aspects of the total program, and areas in which improvement is needed. **Care in filling out this summary is especially important in future planning for program improvement.**

Name of School: _____

Address: _____

GUIDE FOR THE REVIEW OF SCHOOL SOCIAL WORK SERVICES

Program Organization

1.

GRADE LEVELS SERVED	NUMBER OF DAYS PER YEAR SERVICE IS PROVIDED AT EACH GRADE LEVEL	APPROXIMATE NUMBER OF PUPILS ENROLLED IN DISTRICT	SCHOOL SOCIAL WORKER-PUPIL RATIO
Elementary			<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto;"></div>
Junior High School			
Senior High School			

2. In how many school buildings is school social work service provided?
3. If school social work services are supervised, what is the title of the supervisor?
4. Is there a written statement describing the role or functions of the school social worker, including his relationships to other school staff? If so, please attach copy.
5. What organizational provisions are made to meet the wide variety of pupil needs, including special attention to all handicap categories, including those with personal and social adjustment problems?
6. Which school staff members initiate requests for school social work services at the elementary level; at the secondary level? What is the procedure?

7. Is a standard duplicated form used in making requests for school social work services? (Please attach copy)

8. What is the routing process of such requests?

9. Is there a system for assigning priorities to requests for school social work services so that the most urgent referrals are given first consideration? If so, please describe.

Check (✓) the column most applicable to each item below: (If the item does not exist , or does not apply in your school system, please explain this under <i>Comments</i> , referring to item by letter.)	STRONG ASPECT	NEEDS IMPROVEMENT
A. The services of the school social worker are available to all public school pupils, as well as to school staff and parents.		
B. School social work services in this district are provided in adequate amounts to meet the needs of pupils and their families.		
C. Areas of responsibilities of the school social worker and his relationships to all other school staff are clearly defined and understood.		

Comments:

Functions

10. What are the school social worker's functions or duties?
11. What services are provided by the school social worker for the following?
 - mentally retarded pupils who are educable
 - mentally retarded pupils who are trainable
 - emotionally disturbed pupils
 - physically handicapped pupils
 - students with personal and social adjustment problems
 - gifted pupils
 - pupils with reading disabilities
 - children excused from school attendance
12. Which functions take most of the school social worker's time?
13. Which functions should be allotted more time?
14. What services are provided to parents as part of the task of helping the pupil:
 - to increase parents' understanding
 - to participate in corrective program
 - to make use of appropriate resources?

15. How does the school social worker follow up his services?

--	--

16. Does the school social worker participate in research or studies in areas of importance to education? If so, describe.

--	--

17. In what ways does the school social worker participate in formal or informal inservice teacher education?

--	--

Check (✓) the column most applicable to each item below: (If the item does not exist , or does not apply in your school system, please explain this under <i>Comments</i> , referring to the item by letter.)	STRONG ASPECTS	NEEDS IMPROVEMENT
D. The school social worker contributes to early discovery and identification of pupil learning disabilities.		
E. The school social worker assists pupils, teachers, other school staff and parents, to alleviate or remedy pupil learning disabilities, including those characterized by cultural and social disadvantages.		
F. The school social worker alleviates or remedies problems which affect the performance of pupils in school, particularly where home-school relationships are involved.		

Comments:

Quality and Professional Growth of Staff

Check (✓) the column most applicable to each item below: (If the item does not exist , or does not apply in your school system, please explain this under <i>Comments</i> , referring to the item by letter.)	STRONG ASPECTS	NEEDS IMPROVEMENT
G. The school social worker maintains his professional growth or furthers his skills through conference attendance, continuous review of current publications, enrollment in programs of higher education, or similar activities.		

Comments:

Program Management

18. Is there a work schedule prepared in advance, showing where the school social worker is expected to be each day? If so, please attach copy.

19. Is this schedule distributed to building principals or others so they will know exactly what days the school social worker will be in their schools?

20. What provisions are made for flexibility so that the school social worker may depart from a fixed schedule to meet unusual situations.

21. If there is a backlog of referrals awaiting initiation of school social work services, how extensive is it?

22. To what extent and how are parents involved when pupils are referred to the school social worker?
23. By what public information efforts is the school social work services program made known to the community?
24. To what extent does the school social worker initiate or participate in case conferences?
25. On what occasions and in what ways does the school social worker communicate his findings to teachers, other school staff, pupils, and parents?
26. What is done with the school social worker's written reports after they are distributed? (Please attach copies of at least three school social work services reports with identifying information obscured or deleted.)
27. Does the school social worker prepare annual, monthly, or weekly written summaries of his activities?
28. To what extent does the school social worker use the records and reports of others in the evaluation of pupil problems?

Check (✓) the column most applicable to each item below: (If the item does not exist , or does not apply in your school system, please explain this under <i>Comments</i> , referring to the item by letter.)	STRONG ASPECTS	NEEDS IMPROVEMENT
H. Measures are taken to develop good rapport between the school social workers and others, including parents, pupils, and staff.		
I. The composition, content, and language of the school social worker's written report are appropriate to the professional level and responsibilities of the persons who read the report.		
J. The school social worker participates in faculty meetings, committee or other activities essential to the school program.		

Comments:

Availability and Use of Facilities and Materials

29. Is the school social worker's office located in the same building in which pupils are housed?

30. Is his office sufficiently private and free from external noise?

31. Is a conveniently-located telephone available for use by the school social worker?

32. Is protected file space provided for the school social worker's records?

33. Are necessary materials provided for use by the school social worker?

34. Are periodicals and books pertinent to school social work services provided?

35. To what extent are secretarial help and/or stenographic aids provided?

Check (✓) the column most applicable to each item below: (If the item does not exist , or does not apply in your school system, please explain this under <i>Comments</i> , referring to the item by letter.)	STRONG ASPECTS	NEEDS IMPROVEMENT
K. The school social worker is provided with office space suitable for use in interviewing, and preparing written reports.		
L. Secretarial help and stenographic aids are provided so that the written reports of the school social worker can be made available promptly.		

Comments:

Program Evaluation Program

36. Does the school social worker help teachers understand and use appropriate interviewing techniques?

37. Does the school social worker help teachers and other school staff in the interpretation of data related to the child's development and behavior?

Check (✓) the column most applicable to each item below: (If the item does not exist , or does not apply in your school system, please explain this under <i>Comments</i> , referring to the item by letter.)	STRONG ASPECTS	NEEDS IMPROVEMENT
M. The school social worker helps with the total pupil evaluation program in this school district.		

Comments:

SUMMARY

USE AS MANY PAGES AS NEEDED TO INDICATE:

A. Outstanding aspects, practices, and features of the school social work services program.

B. The areas of the school social work services program in which most improvement is needed.

SUMMARY

C. What is being done to strengthen or improve the aspects of the school social work services program most in need of improvement?

D. Suggestions for further improvement of the program.

SCHOOL SOCIAL WORK STATISTICS

Number of Persons Employed in School Social Work

1930-1965	1965-1966	1966-1967	1967-1968
3	4	22	40

The growth which started in 1965 can be attributed to two factors: (1) the employment of a social work consultant by the State of Iowa Department of Public Instruction, and (2) the availability of new funds as a result of passage of the Elementary and Secondary Education Act of 1965. A continued yearly growth is anticipated.

School Social Work Compared With Other Pupil Personnel Areas 1968-69 School Year

School Social Workers -----	40
School Psychologists -----	135
Speech Clinicians -----	188
Guidance Counselors -----	750

The State of Iowa Department of Public Instruction is encouraging a team-functioning program for pupil personnel services. School social work needs significant growth for a team-functioning program to develop, and such a program is especially appropriate to the interdisciplinary diagnostic assessment of academic and behavioral problems.

	School Population	School Year
Iowa Public School Enrollment -----	638,066	1966-67
Iowa Parochial School Enrollment ----	99,706	1966-67
TOTAL -----	737,772	

Present Pupil Personnel Service Ratios and Personnel Needs

Service	Ratio to Population	Personnel Optimal	Needed Minimal	Actual Personnel Employed	Number Deficient
School Psychologist -----	1:3,000-5,000	245	147	135	
School Social Worker -----		737	368	40	697-328
Speech Clinician -----		368	368	188	
Guidance Counselor -----		2,459	1,640	750	

SCHOOL DISTRICTS WHERE SCHOOL SOCIAL WORK SERVICES ARE NOW AVAILABLE

Name of County or School District Served

Eastern Allamakee School District -----	1
Mason City School District -----	1
Des Moines-Louisa-Lee Counties -----	11
Dubuque County -----	2
Johnson County -----	4
Keokuk County -----	5
Pocahontas-Humboldt Counties -----	10
Des Moines Public School District -----	1
Scott-Muscatine Counties -----	8
Tama-Benton-Iowa-Poweshiek-Counties -----	22
Washington-Wapello-Jefferson-Henry- Davis-Van Buren Counties -----	16
Woodbury County -----	6
North Central School District -----	1
Sioux City School District -----	1
Columbus Community School District -----	1
Burlington School District -----	1
<hr/>	
Total Districts Served -----	91
Total Iowa School Districts -----	455
School Districts Without Any School Social Work Service -----	364

GROWTH IN SCHOOL DISTRICTS SERVED

School Year 1930-65 -----	1
School Year 1965-66 -----	23
School Year 1966-67 -----	54
School Year 1967-68 -----	91

SCHOOL STRUCTURE UNDER WHICH SOCIAL WORKERS EMPLOYED

1966-67		1967-68		1968-69	
No. of Schools	Sources	No. of Schools	Sources	No. of Schools	Sources
3	City Systems	16	City Systems	24	City Systems
3	Single and Multi- County Units	6	Single and Multi- County Units	16	Single and Multi- County Units
<hr/>		<hr/>		<hr/>	
6 Total		22 Total		40 Total	

SOURCE OF FUNDS FOR SCHOOL SOCIAL WORK SERVICES

January 1966		January 1967		March 1968	
No. of Schools	Sources	No. of Schools	Sources	No. of Schools	Sources
3	Local Funds, Special Education Reimbursement	3	City School Districts, Local Funds, Special	6	City School Districts Local Funds, Special Reimbursement
3	County Funds, Special Education Reimbursement on Pilot Project Basis	4	County School Districts, County Funds, Special Education Reimbursement, DPI Pilot Project	10	City School Districts, Title I, ESEA Funds
		6	County School Districts, County Funds, Special Education Reimbursement	4	County School Districts, County Funds, Special Education Reimbursement, DPI Pilot Project
		9	City School Districts, Title I, ESEA Funds	12	County School Districts, County Funds, Special Education Reimbursement
6 Total		22 Total		40 Total	

**Basis of Certification for School Social Workers
Title I, ESEA, Developed 1966**

Professional Recognition

The State Board of Public Instruction has established a special category of "Non-instructional Professional Persons" to serve as the basis of approval for school personnel serving under certain provisions of Title I of the Elementary and Secondary Education Act (ESEA). A statement of professional recognition will be issued to persons who meet the standards recognized by the Board for the area of professional service involved.

Professional recognition of social workers employed under Title I, ESEA, will be based on a master's degree in social work granted by an approved institution of higher learning.

FORMS

MEDICAL RELEASE

-----Community Schools
-----, Iowa

To: Doctor-----

I hereby grant permission to disclose and deliver to-----

(Full name of person, firm or institution, etc., to be designated)

any and all information contained in the medical record of-----

(Full name of patient)

Such information disclosed or delivered may include the complete case history as shown by the records, and any other information in the possession of the individual doctor or agency relating to-----
(his or her)
treatment and/or condition.

Signed-----
(Parent or guardian)

Address-----

Dated-----

AUTHORIZATION FOR RELEASE OF INFORMATION

I hereby grant permission to disclose and deliver to-----

(Full name of person, firm or institution, etc., to be designated)

any and all information in the school record of-----
(Full name of individual)

Such information disclosed or delivered may include the complete case history as shown by the records, and any other information in the possession of the----- Community School District relating to

----- condition. This material will be handled in a confidential manner between the-----
(his or her)

----- Community School District and the indicated agency.

I have read the above and fully understand the authorization I am signing.

Release obtained by:

Signature

Signed

Position

Address

Name of agency

Relationship if not the individual

Date

SCHOOL SOCIAL WORKERS REPORT

Name:

County:

School:

Grade:

Age:

REQUEST FOR SCHOOL SOCIAL WORKERS SERVICE

Make in triplicate — two copies to director of special education; one for pupil's individual record folder.

Pupil's Name _____ Birthdate _____

School _____ Teacher _____

Parents' Name _____ Address _____

Grade _____ Date of Referral _____

I. Reason for Referral: _____

1. Academic _____

2. General Physical Health (circle one) GOOD FAIR POOR

(Comment) _____

3. Behavior _____

II. Family and Social Factors Pertaining to the Problem:

1. Marital Status of Parents _____

2. Persons Living in Home (give name and ages of children, if known) _____

3. Comments on Home Environment _____

III. Other Factors That May Contribute to the Problem: _____

Mail 2 copies to:

_____, Director
Special Education

Signature of principal or other authority

REFERRAL TO SCHOOL SOCIAL WORKER

DATE _____ SCHOOL _____ TEACHER _____

NAME OF CHILD _____ GRADE _____

PROBLEM (as you see it):

PARENTS' ATTITUDE TOWARD CONTACTS WITH SCHOOL SOCIAL WORKER:

(Signed) _____
Principal

Teacher or other referring person

DEFINITIONS

A. Social Work

Social work is the professional utilization of individual, group, and community resources designed to help the individual achieve maximum social and emotional functioning.

B. Case Work

Case work is the knowledge of human behavior and skill of understanding relationships through which the capacities of the individual and the resources in the community are used to achieve a better adjustment between the student and his environment.

C. Community Organization

Community organization (CO) is the bringing about and maintaining of a more effective relationship between social welfare and mental health resources and needs within a geographic area.

D. Group Work

Group work is the process which permits and encourages both group interaction and program activities to contribute to the growth of the individual and to the realization of desirable social goals.

RESOURCE BOOKS AND JOURNALS

School Social Work. Arlien Johnson; National Association of Social Workers, Publication Office, 49 Sheridan Avenue, Albany, New York 12210. 255 pp. \$4.50. A comprehensive analysis of the practice of social work in the school. Relates philosophical considerations of social work to the structure of the school setting and then discusses at a more concrete level functions and activities of the social worker in the school. Author concludes with implications about school social work practice for the training of all social workers. Includes an appendix of eight illustrative case records.

Administration of School Social Work. John C. Nebo, Editor; National Association of Social Workers, Publication Office, 49 Sheridan Avenue, Albany, New York 12210. (1969) 64 pp. \$1.50. Bibliog. Material was derived from a workshop on school social work administration held at Lake Forest, Illinois, July 1958. Defines school social work and relates the responsibilities of school administrators to the school social work programs.

Social Work Programs in Schools. National Association of Social Workers, Publication Office, 49 Sheridan Avenue, Albany, New York 12210. (1962) 16 pp. \$0.50. A concise pamphlet describing the social work program as well as the administration of a social work department in the school.

Responsibilities of State Departments of Education for Pupil Personnel Services. Council of Chief State School Officers, 1201 Sixteenth Street, N.W., Washington, D. C. 20202. (1960) 25 pp. \$0.35. A pamphlet which enumerates guiding principles for state departments of education in providing leadership in promoting pupil personnel services in schools. Five pupil personnel services are briefly described, including school psychological services and school social work services.

Helping the Troubled School Child. Grace Lee, Editor; N.A.S.W., Publication Office, 49 Sheridan Avenue, Albany, New York 12210. (1959) 447 pp. \$5.00. Selected readings in school social work. This book is a compilation of articles published in various journals and magazines from 1935-1958. Chapter headings include: I. *Philosophy of School Social Work*, II. *Description of School Social Work* III. *Development of School Social Work*, IV. *Social and Emotional Problems of the Child in School*, V. *Practice of School Social Work*, VI. *Education for School Social Work*.

Society and the Schools. Robert H. Beck, Editor; N.A.S.W., Publication Office, 49 Sheridan Avenue, Albany, New York 12210. (1965) 175 pp. \$2.00. Report of the Conference on Interprofessional Communication: Challenge to Social Work and Education cosponsored by the National Association of Social Workers and the Council on Social Work Education.

The School As a Setting for Social Work Services. Larry D. Pool, State of Iowa Department of Public Instruction, Des Moines, Iowa 50319. (1967) 66 pp. Free. This booklet contains three papers presented at a Special Education Institute in February 1967. These papers deal with an assessment of work which is needed in the newly-developed programs of school social work services, and presents ideas on ways in which this work may be accomplished.

Social Differences in the Classroom—Social Class, Ethnic and Religious Problems. R. Murray Thomas; David McKay Company, Inc., New York. (1965) 195 pp. \$2.75. This booklet deals with problems of the social classes, ethnic relationships, religious affiliations, intergroup-education goals, ways in which instructors can identify specific intercultural problems, and classroom techniques to help students solve intergroup problems.

Facilitating Learning and Individual Development Toward a Theory for Elementary Guidance. Armin Grams; Minnesota Department of Education, Detroit, Michigan (Merrill-Palmer Institute). (1966) 224 pp. Pamphlet may be purchased from the Documents Section, Room 140, Centennial Building, St. Paul, Minnesota 55101. This booklet gives a description of the many guidance services available in helping children achieve successful experiences in learning and in individual development.

Scope of Pupil Personnel Services. U. S. Department of Health, Education, and Welfare, U. S. Government Printing Office, Washington, D. C. 20402. (1966) 95 pp. \$0.35. This publication not only presents the scope of pupil personnel services as they now exist, but also presents the forward look of professional concepts and creative approaches to this service. It can serve as a basis for clarification of specific functions of each service and also for developing optimum patterns of service in both elementary and secondary schools.

Social Work in the Schools. (Selected Papers) National Association of Social Workers, New York, New York 10016. (1960) 80 pp. \$1.75. This publication gives school social workers the opportunity of sharing concepts and methods unique to their own setting. These articles, written by three social workers in a school setting, provide a friendly exchange of ideas about the ways in which we can carry out our particular function.

Guidance Services in Elementary Schools. U. S. Department of Health, Education, and Welfare/Office of Education, U. S. Government Printing Office, Washington, D. C. 20402. (1966) 143 pp. \$0.55. This report deals with the selection of guidance personnel and their functions. It further deals with the concepts of school principals and their regard for guidance in the school. It also indicates the state of elementary school guidance and the number and types of professional guidance personnel needed, and provides a baseline from which the growth of these programs can be measured in subsequent surveys.

School Social Work—A Service of Schools. U. S. Department of Health, Education, and Welfare/Office of Education, U. S. Government Printing Office, Washington, D. C. 20402. (1964) 65 pp. \$0.30. This publication deals primarily with school social work

which provides the school with supportive casework or personal adjustment service to pupils and their families on an individual basis. It also explains the consultative assistance to teachers and school administrators, community referral services, and assistance in the implementation of school policy and programs.

Theory and Practice of Social Casework. Gordon Hamilton; published in New York for the New York School of Social Work, Columbia University, Columbia University Press. (1951) 328 pp. \$6.00. This book is in two sections. Part I shows the basic processes which in various combinations define the area and characteristic methods of casework. Part II describes the same processes through a systematic approach of study and diagnosis as the basis for treatment.

Pupil Personnel Services in American Schools. Duglad S. Arbuckle; Allyn and Bacon, Inc., 150 Tremont Street, Boston, Massachusetts. (1962) 419 pp. \$10.60. This book is a revision in the point of view of the volume, *Guidance and Counseling in the Classroom*. It is concerned primarily with those personnel services which have been known as guidance services; thus the teacher and the school counselor are the two professional individuals with whom the book deals.

Social Group Work Practice. Gertrude Wilson and Gladys Ryland; Houghton-Mifflin Company, The Riverside Press, Cambridge, Massachusetts. (1962) 419 pp. \$6.25. This book describes the knowledge and skill that the social worker needs to make creative use of the social process in groups, and it discusses the application of this knowledge and skill in helping people benefit from group exercises. It is written particularly for use by teachers and students in schools of social work.

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