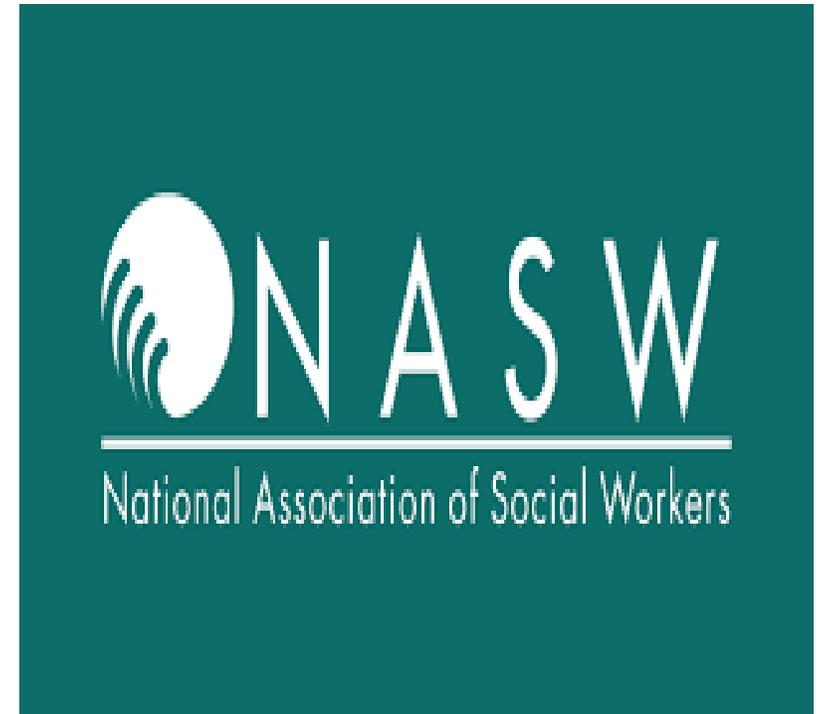


Applying NASW Standards for School Social Workers

**Ensuring supportive
and competent
practice.**



Housekeeping

- Move around. Stand and stretch as you like.
- Ask questions at any time.
- Humor is welcome!
- We will end on time.
- Resources and slides will be provided.
- OK to take photos of the overhead as well.



Patricia Coccoma Ed.D., LCSW



Dr. Coccoma has taught in academia and Social Work undergraduate/graduate programs for many years. She is currently a faculty member at the University of New England, Portland, ME in the College of Professional Studies, MSWO program.

She earned her MSW degree from Adelphi University and a Doctorate in Education (Counseling Psychology) from Argosy University.

Originally from New York, her social work career has included multiple positions from a staff social worker to Assistant Executive Director at a large child caring agency providing services and program development addressing the mental health needs of children, families and adults. She has and continues to maintain a private clinical social work practice providing psychotherapy to individuals, couples and families in a hybrid practice model of Telehealth and is a Board Certified TeleMental Health Provider.

Her areas of interest include trauma informed care, social work ethics and mental health. She has published in scholarly journals and co-authored the book “Trauma Informed Care: How Neuroscience Influences Practice” Routledge publishers.

Introductions



- Do we know each other?
- Where do we work and how long?
- Role and responsibilities?
- What do you hope to gain from this workshop?

Overview

The National Association of Social Workers developed a set of standards for social workers who practice in a school setting. The Standards are also in keeping with the Code of Ethics.

These standards include guiding principles and goals with the intention of addressing the scope of services a school social worker provides.

The presentation will review the Standards of Practice for School Social Workers, apply them to daily situations, identify support present as well as needed.

OBJECTIVES

- Become more acquainted with NASW Code of Ethics and Standards of Practice for School Social Work Settings.
- To apply Standards of Practice to ones practice in a school setting.
- To gain awareness of available resources to support social work practice in a school setting specific to Maine and in general.
- To identify current or potential best practices for social workers in a school setting.

Who are School Social Workers?

School Social Workers:

- a critical link between school, home, and community.
- consistently focused on coordinating the efforts of schools, families, and communities toward helping students improve their academic achievement and social, emotional, and behavioral competence by using its unique perspective of viewing the person in his or her environment.
- seek to ensure equitable education opportunities; ensure that students are mentally, physically, and emotionally present in the classroom; and promote respect and dignity for all students.

NASW(2012). *Standards for School Social Work Settings*.

<https://www.socialworkers.org/LinkClick.aspx?fileticket=5qpx4B6Csr0%3d &portalid=0>

Who are School Social Workers?

“School Social Workers are trained mental health professionals with a degree in social work who provide services related to a person's social, emotional and life adjustment to school and/or society. School Social Workers are the link between the home, school and community in providing direct as well as indirect services to students, families and school personnel to promote and support students' academic and social success.”

SSWA <https://www.sswaa.org/school-social-work>

NASW CODE OF ETHICS

Purpose:

1. The Code identifies core values on which social work's mission is based. The values are Service, Social Justice, Dignity and Worth of a person, Importance of Human Relationships , Integrity and Competence.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice. Each value is accompanied with an ethical principle.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable. To clients, colleagues, practice settings, as a professional, to the profession and larger society.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.



SSWAA Values

School Social Work is a specialized area of the broader social work community. Tailoring the NASW values to the specialized area of School Social Work practice, these are the values and priorities that define and represent SSWAA.

Service	School Social Workers elevate and address the needs of students, families, and the school community, including linking children and families to community resources to reduce barriers to academic success.
Social Justice	School Social Workers advocate and affect policy on behalf of children and families; champion equitable resources for students, families, schools, and communities; and engage in activism in communities to give voice to marginalized populations.
Dignity and Worth of a Person	School Social Workers understand diversity, encourage self-determination, and build culturally competent educational settings.
Importance and Centrality of Human Relationships	School Social Workers build meaningful connections with children, families, and communities; model healthy relationships; and teach interpersonal skills.
Integrity	School Social Workers gain and maintain the trust of students, families, and schools by upholding the values and ethical principles of Social Work.
Competence	School Social Workers draw upon specialized training and skills to create trauma-informed environments, utilize evidence-based interventions to empower members of the school community, and educate stakeholders on the role and value of school social work.



NASW STANDARDS OF SCHOOL SOCIAL WORK SERVICES

- Developed by a work group of experts and approved in 2012 by NASW.
- Code of Ethics: Values/Principals/Ethical Standards
- The Standards Guiding Principles.
- The Goals of the Standards
- The Standards

MILESTONES(FEDERAL) IN EDUCATION

Family Educational Rights and Privacy Act (FERPA) 1974. Guides and governs access to educational information and records by public entities. Parents up to child's eighteenth birthday have access.

No Child Left Behind Act(2002): G. W. Bush administration. Updated the Elementary and Secondary Education Act. Held schools accountable for student outcomes.

Every Student Succeeds Act (2015) replaced NCLB Act. Opposite of NCLB . Reduced the federal role in school accountability for student outcomes.

- Advances equity and inclusion for disadvantage and high need students.
- All students are prepared to succeed in college and careers.
- Statewide assessments that measure progress.
- Investments in preschool education.
- Accountability for low performing schools.

Individuals with Disabilities Education Act 2004 (IDEA). Provides grant programs that support early intervention and special education services for children with disabilities from birth to age 21. Individual Educational Plans(IEPS) and free/appropriate public education (FAPE)

Education for All Handicapped Children Act 1975 (PL 94-142) now IDEA. Supported States in protecting educational rights of children/youth with disabilities.

MAINE TITLE 20 : EDUCATION

§ 4008 A : School counselors and school social workers

Definitions of:

- School counselors and social workers.
- Direct/indirect services by a school counselor and social worker.
- Of direct services to students (80% of time) be in direct services to students.
- Rules that guide the duties of school counselors and social workers.

**NASW Code of Ethics
and
Guiding Principles of the Standards
for Social Work in School Settings.**

NASW Code of Ethics: Ethical Standard 3.07

Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

The Standards Guiding Principle

1. Education and School Reform

School social workers are to:

- Be advocates for needed resources when economic stressors result in funding cuts to education.
- To be resources to school administration to meet federal, state and local mandates to promote education availability, social justice and barriers to learning.
- Foster safe, supportive, and fair learning environments by way of policy and in keeping with the mission of the school.
- Promote early and positive behavioral interventions.

NASW Code of Ethics: Value and Principle

Social Justice: Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

The Standard Guiding Principles

2. Social Justice

School Social Workers are to:

- Collaborate , facilitate and intervene with administrators, colleagues, students, parents, community members and others to ensure equal educational opportunity for all in the school system.
- Identify resources to address barriers and disparities to equal educational opportunity.

NASW Code of Ethics: Ethical Standard 4.01

Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

The Standard Guiding Principles

3. Multitier Interventions

Tier 1: There are evidenced based, school wide prevention programs that teach, promote, and ensure a school climate for learning.

Tier 2: Use of evidenced based, small group, short term interventions to improve academic, social and emotional engagement that reduces problem behaviors. Such as conflict resolution, mental health needs, and social skills.

Tier 3: Use of evidence based individual and long term interventions for students with serious academic, behavioral and/or social emotional problems that may be chronic and have not had a positive response to Tier 1 and 2 interventions.

GOALS OF THE STANDARDS

IDEALLY...

- To establish expectations for practice and services.
- To ensure services are guided by the NASW Code of Ethics.
- To ensure a high quality of services are being provided to students and families.
- To provide for advocacy of clients rights, respect and dignity, confidentiality, service accessibility, support and inclusion when making decisions .
- To prepare school social workers and to develop continuing education and programs .
- Encourage participation in development and refinement of public policy at all levels in support of school success.



1. Ethics and Values

School social workers shall adhere to the ethics and values of the profession and use the NASW Code of Ethics as a guide while understanding the uniqueness of school social work practice and needs of students, parents and communities they serve.

Interpretation:

- Practice the core values of the profession and adhere to the Code of Ethics
- Comply with state and federal mandates related to informed consent, privacy, confidentiality, record access.
- Inform student/parents of the limits of confidentiality.
- Inform school administrators of our ethical responsibilities in the profession
- When conflict arises, use the Code of Ethics as a guide.

2. Qualifications

School social workers shall meet the provisions for professional practice set by NASW and their respective state department of education and possess knowledge and understanding basic to the social work profession as well as the local education system.

Interpretation

- Process a MSW from a CSWE accredited program.
- Knowledge/understanding of educational systems.
- Shall seek specialized training in this area if not provided in the MSW curriculum.
- Shall be licensed by state boards of social work. Certified by state department of education.
- Shall have knowledge of education at the local/state/federal levels including legislations.
- Shall be knowledgeable about evidenced based approaches to teaching and learning to promote positive outcomes for students.

3. Assessment

School social workers shall conduct assessments of individuals, families and systems/organizations (namely, classroom, school, neighborhood, district, state) with the goal of improving student social, emotional, behavioral, and academic outcomes.

Interpretation

- Shall process skills in assessment, data collection and interpretation using methods of interviews, observation, instruments, surveys, focus groups.
- Shall use valid student assessments to advocate change or improvement in effort to remove barriers to learning.

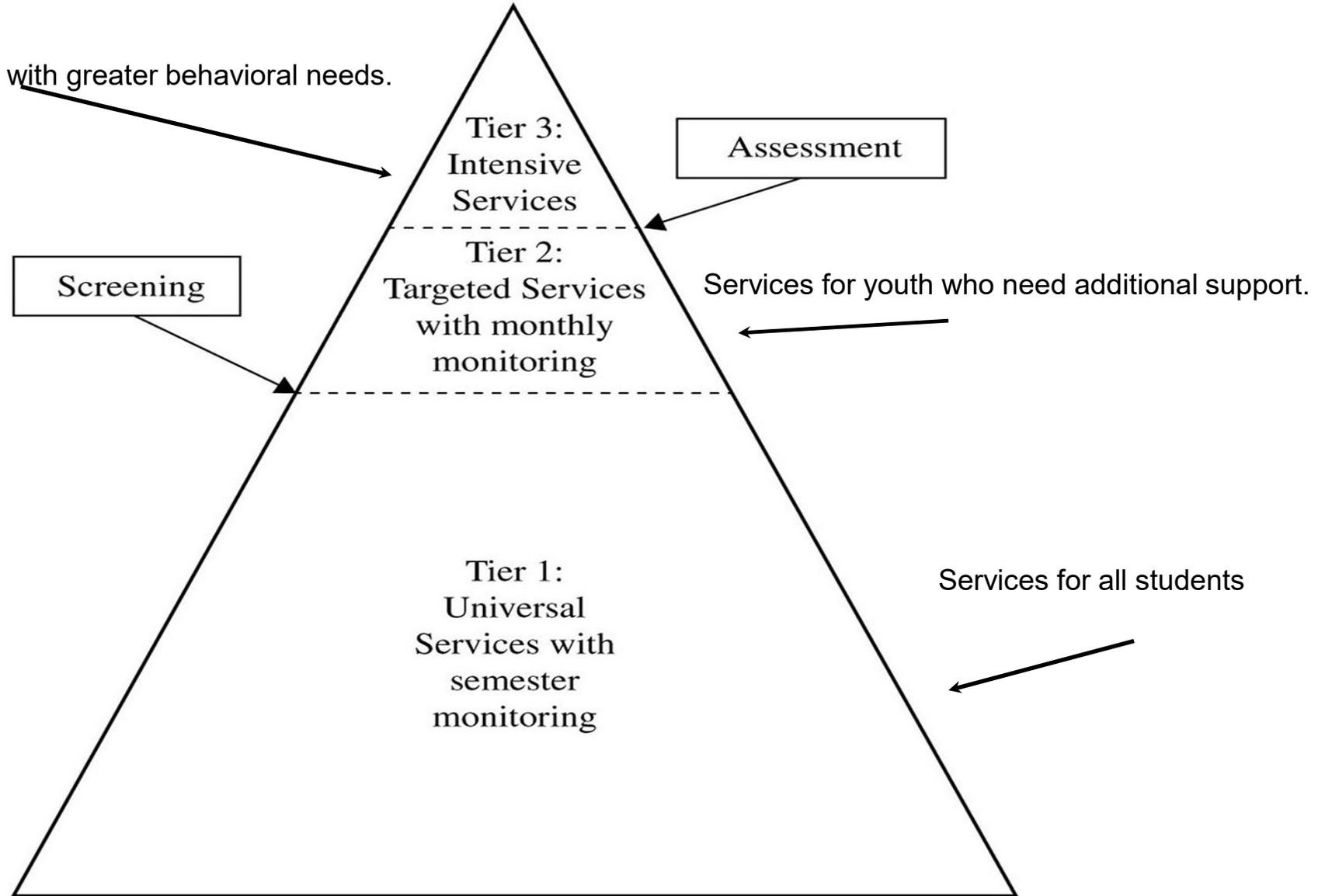
4. Intervention

School social workers shall understand and use evidence-informed practices in their interventions.

Interpretation

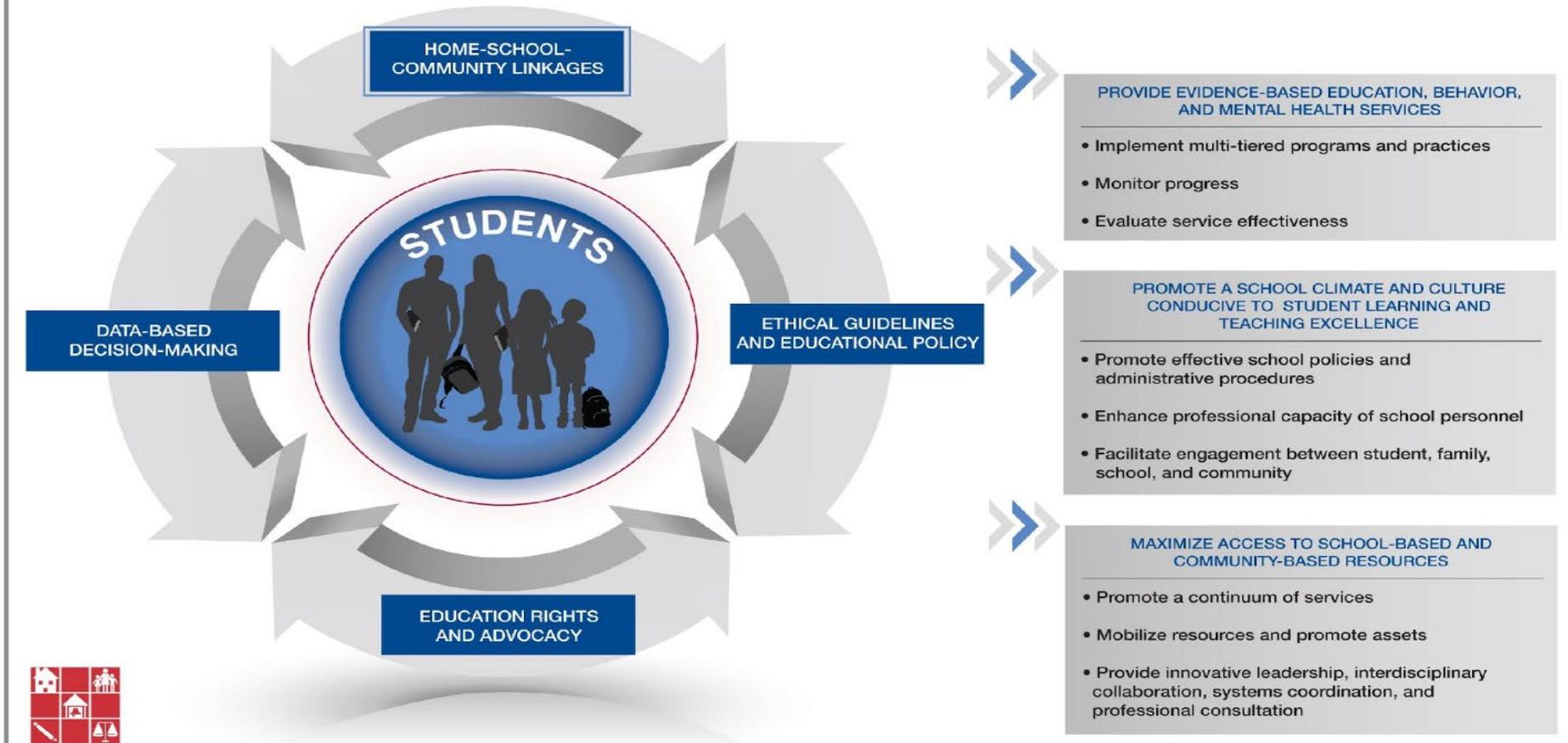
- Remain current with evidence based practices and interventions designed to promote positive educational outcomes for students, family, colleagues etc.
- Practices and interventions are based upon assessment data.
- Practices and interventions shall be applied within the multitier framework.

Services for those students with greater behavioral needs.



SCHOOL SOCIAL WORK

PRACTICE MODEL



5. Decision Making/Practice Evaluation

School social workers shall use data to guide service delivery and to evaluate their practice regularly to improve and expand services.

Interpretation

- Shall collect, analyze, synthesize and disseminate data related to their practice.
- Shall conduct ongoing evaluation to determine the effectiveness of practice interventions.
- Routinely assess the objectives, activities and outcomes are ethical and aligned with the goals of the educational system.

6. Record keeping

School social workers shall maintain accurate data and records that are relevant to planning, implementation, and evaluation of school social work services.

Interpretation

- Shall maintain timely, accurate and confidential records documenting services, outcomes and accountability.
- Records are to be maintained according to federal, state and local laws.

7. Workload management

School social workers shall organize their workloads to fulfill their responsibilities and clarify their critical roles within the educational mission of the school or district in which they work.

Interpretation

- Shall manage their work responsibilities in an organized and efficient manner.
- Shall use supervisor to discuss, develop practice priorities.
- Organize priorities on the basis of need, research and available resources.
- Shall perform roles and responsibilities across the multitier framework of service delivery.
- Shall use technology to improve and foster communication, information, accountability and casework assignments.

8. Professional Development

School social workers shall pursue continuous enhancement of knowledge and skills to provide the most current, beneficial, and culturally appropriate services to students and their families.

Interpretation

- Adhere to the NASW Standards for Continuing Professional Education.
- Adhere to the state regulations for continuing education.
- Use supervision and consultation to increase one's expertise and competence.
- Participate in professional development activities.
- Contribute to the profession by providing education and supervision to school social work interns when possible.

9. Cultural Competence

School social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence.

Interpretation

- Shall demonstrate self awareness, knowledge and practice skills consistent with their NASW Standards for cultural Competence in SW Practice.
- Shall follow their state regulations for continuing educational requirements.
- Shall have access to supervision and consultation to improve their competency with practice skills.
- Contribute to the profession by providing education and supervision to school social work interns when possible.

10. Interdisciplinary Leadership and Collaboration

School social workers shall provide leadership in developing a positive school climate and work collaboratively with school administration, school personnel, family members, and community professionals as appropriate to increase accessibility and effectiveness of services.

Interpretation

- Can be leaders and consultants to foster a positive school working environment.
- Can be leaders and consultants to foster relationships with home, school and community to promote student learning.
- Shall provide education/training to parents, colleagues and community members that addresses educational barriers.
- Shall be leaders in the development, implementation and goals of educational programs that promote positive academic outcomes.

11. Advocacy

School social workers shall engage in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress.

Interpretation

- Ongoing, consistent advocacy to ensure access and enable families and students to gain access to educational resources.
- Identify areas of educational need and advocate for those services.
- Shall be informed of legal, legislative rules and regulations , policies and procedures that affect school social work practice enabling advocacy for students.

SUMMARY



- The Standards are in keeping and aligned with the NASW Code of Ethics.
- Use of SW practice skills that are evidenced based.
 - Assessment and data to support what is working and what else is needed.
 - Engagement with students, families and community.
 - Knowledge of legislative, legal, statutes, regulations, policies and procedures.
 - Cultural competence
 - Interdisciplinary collaboration.
 - Supervision.
- Give back to the profession when possible.
- Continuing education and educate others.

SCHOOL SOCIAL WORKER

Caring

LISTEN

Love

Advocate

COLLABORATE



Problem Solve

Educate

SUPPORT

Teach

Inspire

Counsel

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