

**PROGRAM FOR LICENSING ASSESSMENTS
FOR COLORADO EDUCATORS® (PLACE®)
OBJECTIVES
FIELD 047: SCHOOL SOCIAL WORKER**

Subareas

Human Behavior and Social Environment
Social Systems and Organizational Theories and Case Management
Individual Counseling and Group Work
Assessment
The Role of the School Social Worker

HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT

Understand theories of human growth and development.

Includes major theories of human development, human behavior, and personality (e.g., strengths perspective, learning theory, systems theory, communications theory, social learning theory, behavioral theory); and developmental issues associated with various stages of life.

Understand student diversity and its significance in educational contexts.

Includes characteristics and importance of cultural, racial, linguistic, gender, sexual-orientation, and ethnic diversity; methods for conducting culturally sensitive assessments; and ways to facilitate student and staff appreciation of diversity and understanding of cultural differences.

Understand the needs of children with disabilities.

Includes types and characteristics of physical, developmental, cognitive, social, psychological/emotional, and behavioral disorders; and the effect of various disorders on development and social and academic functioning.

Analyze biological and environmental factors that affect children's ability to function effectively in school.

Includes the influence of biological, psychological/emotional, cultural, social, and economic factors, as well as family and peer relationships, on learning and socialization.

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SOCIAL SYSTEMS AND ORGANIZATIONAL THEORIES AND CASE MANAGEMENT

Understand systems and ecosystems theories.

Includes concepts related to systems theories (e.g., adaptation, transactions, reciprocity); the relationship between a student, group, or family and relevant environments; paths of communication between systems; and organizational norms.

Understand systems for delivery of educational and human services.

Includes functions and services of the federal, state, city, county, and nongovernmental social welfare agencies; the role and function of the school social worker in relation to community agencies; and the importance of interagency cooperation, development of cooperative service arrangements among agencies, and facilitation of school-linked services.

Understand case planning and management services.

Includes the planning, management, monitoring, and evaluation of social work services; methods for periodic reassessment of students' or families' needs; purposes of ongoing consultation with school personnel; and the school social worker's role in the coordination and monitoring of services provided by school staff or community agencies.

Understand referral, placement, and service options for students in various contexts.

Includes the complexities of the referral process; placement and service options available to students and families; methods for making knowledgeable recommendations for programs and appropriate referrals to agencies; advocacy for students and families; techniques for helping students and families connect with established services; and steps for eliminating barriers to services.

INDIVIDUAL COUNSELING AND GROUP WORK

Understand prevention and intervention techniques.

Includes characteristics and purposes of prevention and intervention strategies (e.g., conflict mediation, peer counseling, crisis counseling and debriefing) and the selection of appropriate prevention and intervention techniques for different needs.

Demonstrate knowledge of essential social work skills to assist students and families.

Includes techniques for questioning, counseling, and interviewing; techniques that help students and families understand the challenges they experience in social and emotional functioning; and methods for empowering students and families to examine options and identify resources to meet their needs.

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Demonstrate knowledge of formal treatment modes and models to assist students and families.

Includes a variety of counseling and treatment techniques, modes, and models (e.g., brief, play, solution-focused) to assist students and families in addressing issues that interfere with effective education, and the selection of treatments for specific concerns.

Demonstrate knowledge of group processes, functions, and structures.

Includes group processes, functions, and structures in therapeutic and task-oriented groups and the facilitation of small groups to enhance various skills (e.g., daily-living tasks, conflict resolution, anger management, communication).

Understand uses of group process to assist students, families, school staff, and community groups in maximizing student success.

Includes criteria for determining appropriate group membership for individuals based on environmental, cultural, behavioral, and psychosocial factors; appropriate group facilitation skills for identified needs; methods for implementing classroom affective education programs; facilitation of group process for school staff, school community groups, and parent-teacher meetings; and the development and facilitation of parent groups.

ASSESSMENT

Understand procedures for conducting adaptive behavior assessments.

Includes the concept of adaptive behavior; the characteristics and uses of formal and informal adaptive behavior assessments; and appropriate reporting of assessment results.

Understand needs assessment procedures.

Includes characteristics of and purposes for needs assessments; methods for gathering information; strategies for conducting a needs assessment of the school setting; and appropriate reporting of assessment results.

Understand methods for creating a social-developmental history.

Includes methods for collecting appropriate information; strategies for interviewing students and families; formats for presenting the information that has been gathered; and appropriate uses of social-developmental histories.

Understand procedures for psychosocial assessments.

Includes elements of psychosocial assessments; methods for conducting in-depth assessments of individuals and of family functioning; and the appropriate uses of assessment results.

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THE ROLE OF THE SCHOOL SOCIAL WORKER

Understand professional roles and responsibilities of the school social worker.

Includes the selection of social work service models to meet the needs of students and the school community; the social worker's direct participation in advocacy for and facilitation of change; ways to establish service-delivery priorities; the school social worker's role as an advocate for students and families; the school social worker's role as a liaison among schools, families, and the community; and strategies for monitoring, evaluating, and reporting the results of the school social work program to the public and the school community.

Apply professional standards and ethics in decision making.

Includes the use of National Association of Social Workers' professional standards for school social work services and code of ethics as a guide to ethical decision making in various situations (e.g., privacy concerns, confidentiality) and the importance of the social worker's self-awareness and conduct.

Understand major provisions of laws related to education and the school social worker.

Includes the Colorado school attendance law; the Federal Educational Rights and Privacy Act (Buckley Amendment); child protection and abuse legislation and mandatory reporting (e.g., suspected abuse/neglect, a danger to self or others); knowledge of parents' and students' due process rights; legal issues related to special education (e.g., Individuals with Disabilities Education Act [IDEA], Americans with Disabilities Act [ADA]); parents' legal responsibilities to students; and in-service activities for faculty and staff regarding legal issues and the school's responsibilities.

Understand the role of the school social worker in the special education process.

Includes the school social worker's role in assisting schools in the identification of students who need special services; the school social worker's role as a member of interdisciplinary staffing teams; Individualized Education Plan (IEP) development; the school social worker's role in educating parents and students about their due process rights; and the participation of the school social worker in service delivery to students with special needs.

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Understand research methods and models.

Includes appropriate research models for various situations; current trends in school social work research; methods for conducting research on current educational or social problems (e.g., substance abuse, attendance problems); and methods for informing the public regarding social problems and possible solutions.

Understand the need for self-evaluation and professional development.

Includes the need for introspection (e.g., self-awareness, therapeutic use of self, transference and countertransference issues); strategies for self-evaluation of job performance and social work practices; the use of self-evaluation to improve service delivery; and approaches to professional advocacy.