

7.07 School Social Worker (Ages Birth-21)

To be endorsed as a school social worker, the candidate shall hold an earned master's or higher degree in social work from an accepted institution of higher education; have documented evidence of completion of coursework in the areas of school and special education law, including content covering Functional Behavior Assessment (FBA) and the development of behavior intervention plans; have successfully completed one of the following – the Colorado Assessment for Licensed Clinical Social Workers or the Colorado State Board of Education-adopted assessment for school social workers; have successfully completed a supervised, 900 clock-hour practicum of in the field of social work, which shall have been completed in a school, social service agency, mental health clinic or facility and/or hospital setting; and have successfully completed at least one field experience with school age children/students and which should: enable the social worker to synthesize and apply a broad range of relevant knowledge and skills; include opportunities to analyze, intervene and evaluate in ways that are highly differentiated, discriminating and self-critical; and differentially refine the candidate's communication skills with a variety of client populations, colleagues and members of the community.

- 7.07(1) The school social worker is knowledgeable about the history and foundations of school social work; standards for legal and ethical practice; proven-effective evidenced-based models and methods and public policy; and is able to:
- 7.07(1)(a) demonstrate professional leadership and ethical practice in accordance with federal, state and local legislation, regulations and policies.
 - 7.07(1)(b) demonstrate personal and professional commitment to the values and ethics of the social work profession through application of the national association of social workers professional standards and code of ethics in ethical decision-making.
 - 7.07(1)(c) remain current regarding effective evidence-based practice.
 - 7.07(1)(d) apply federal, state and local legislation, regulations and policies to ethical and legal interventions.
 - 7.07(1)(e) establish priorities and models for the delivery of school social work services that include individual and group counseling, advocacy, case management, consultation and crisis intervention to meet the needs of all learners.
 - 7.07(1)(f) conduct in-services for faculty and staff on child protection and school attendance issues and develop other training and educational programs in collaboration with local community agencies and other pertinent entities in support of the goals and mission of the educational institution.
 - 7.07(1)(g) counsel parents and students about due process rights, as mandated by special education legislation, and advise school personnel so that they are knowledgeable about and able to meet their legal responsibilities to all students.
 - 7.07(1)(h) comply with the legal mandates of confidentiality and maintain adequate safeguards to protect the privacy and confidentiality of student and family information.
- 7.07(2) The school social worker is knowledgeable about systems change and is able to:
- 7.07(2)(a) acquire or gain access to resources which can eliminate service deficiencies in the local education agency or in the community which negatively affect the ability of children/students to benefit from the educational system.

- 7.07(2)(b) identify and collaborate with individuals who function as formal or informal leaders in their communities to develop and enhance networks that can complement the services of the local education and community agencies.
 - 7.07(2)(c) identify areas of need not being addressed by the local education agency and community and work to initiate those services.
 - 7.07(2)(d) document problems and recommend solutions to appropriate decision-makers in the local education agency or community.
 - 7.07(2)(e) advocate for appropriate change among educators, other professionals and citizens and provide leadership on committees and advisory boards at local, state, regional and national level to assure that the needs of all learners are met.
 - 7.07(2)(f) use mediation and conflict-resolution strategies to resolve children's/students' educational and parental concerns.
 - 7.07(2)(g) document the need and advocate for policy change at the local, state, regional and national level that can empower children/students and their families to gain access to and effectively use formal and informal community resources.
- 7.07(3) The school social worker is knowledgeable about communication, consultation and collaboration and is able to:
- 7.07(3)(a) act as a consultant to personnel and others in the local education agency, including members of school boards and representatives of the community, to promote understanding and effective utilization of school social work services.
 - 7.07(3)(b) act as a consultant to teachers, parents and others to facilitate understanding of how factors in the home, local education agency and community affect children's/students' educational experience(s).
 - 7.07(3)(c) act as a consultant on policy matters including but not limited to such issues as, discipline, suspension, expulsion, attendance, confidentiality, multicultural factors and child abuse and neglect.
 - 7.07(3)(d) work collaboratively to develop cooperative service arrangements and to mobilize the resources of local education agencies and the community to meet the needs of children/students and families, and to serve as liaison between parents, community and school(s).
 - 7.07(3)(e) as an effective member of an interdisciplinary team, bring unique skills, abilities and a systems perspective to the assessment and diagnosis of children's/students' needs.
 - 7.07(3)(f) initiate and support activities that can assist in overcoming institutional barriers and gaps in service.
 - 7.07(3)(g) demonstrate the professional skills, values and abilities necessary to facilitate the meeting of the objectives set by the interdisciplinary team to ensure student success.
 - 7.07(3)(h) provide appropriate case planning and management services and coordinate service planning with school and/or district and community personnel.
 - 7.07(3)(i) through modeling and coaching teach individuals to be effective group members, in therapeutic groups or in task-oriented work groups.

7.07(3)(j) effectively advocate for children/students and their families in a variety of circumstances which may have a negative effect on learning including, but not limited to, those related to suspension and expulsion, discrimination, immigration, homelessness, chronic, acute and communicative diseases and other health issues; substance abuse and other at-risk conditions.

7.07(4) The school social worker is knowledgeable about educational planning and is able to:

7.07(4)(a) ensure that children's/students' educational plans are based on assessments relevant to the concerns raised in the referral and include goals, objectives and interventions to achieve desired outcomes, methods of evaluation and outcome criteria.

7.07(4)(b) ensure that plans are designed to enhance children's/students' positive educational experiences and involve the family, other team members and school and community resources, as appropriate.

7.07(4)(c) provide services to children/students that build on individual strengths and maximize opportunities to participate in the planning process and in directing the learning experience.

7.07(4)(d) develop and implement an intervention plan or, when the most suitable types of intervention are not available, design an alternative plan intended to enhance children's/students' ability to benefit from their educational experience.

7.07(4)(e) conduct culturally sensitive assessments and participate in IEP planning for and service delivery to all learners.

7.07(4)(f) incorporate into the educational planning process appropriate curricula and approaches to teaching and learning acceptable in the context of the local education agency.

7.07(5) The school social worker is knowledgeable about prevention and intervention and is able to:

7.07(5)(a) use basic helping skills including, but not limited to, interviewing, questioning and counseling to assist children/students and/or families in addressing problems they are experiencing with social functioning and the effects of such actions on student achievement, by working with them to develop alternative strategies based on clearly defined, evidence-based treatment modes or models.

7.07(5)(b) counsel students and parents about actions which interfere with effective education and student achievement.

7.07(5)(c) conduct small group activities which can serve as environments for teaching children/students effective daily living skills and as conduits for communicating information intended to enhance social functioning or the facilitation of problem resolution.

7.07(5)(d) conduct classroom programs, when indicated, that can provide students with affective knowledge and skills.

7.07(5)(e) conduct parent groups, as appropriate and indicated, relevant to their support of student achievement.

7.07(5)(f) implement appropriate school intervention and prevention programs in response to demonstrated need to ensure a safe and civil learning environment for all students, which

may include, but need not be limited to, crisis intervention, conflict resolution and substance abuse prevention.

- 7.07(5)(g) complete in-depth psychosocial assessments of children/students and of family functioning as related to planning for the improvement of student achievement.
 - 7.07(5)(h) develop measurable and appropriate behavioral, affective, adaptive, social and academic objectives for students with varying abilities, disabilities, strengths and needs.
 - 7.07(5)(i) treat those in need or in crisis situations with respect, empathy, dignity and a consistently positive approach to problem resolution.
 - 7.07(5)(j) utilize family strengths and structure(s) to enable families to function as advocates for themselves and for their children's education and well-being.
- 7.07(6) The school social worker is knowledgeable about social and cultural foundations and is able to:
- 7.07(6)(a) apply proven theories of human growth and development related to students, ages birth-21 including, but not limited to, learning systems, communications, social learning and behavioral theory in working with children/students.
 - 7.07(6)(b) incorporate diversity factors and the special educational needs of culturally and linguistically different populations into the planning process for students.
 - 7.07(6)(c) ensure that children and their families are provided services within the context of multicultural understanding and with consideration given to addressing the sensitivities that enhance families' support of children's learning experiences.
 - 7.07(6)(d) conduct culturally sensitive assessments of problem learning areas and recommend interventions to meet needs and to promote student achievement.
 - 7.07(6)(e) demonstrate the ability to select and/or adapt strategies based on the needs of at-risk children/students and those with identified disabilities.
 - 7.07(6)(f) address in planning biological and environmental factors which affect children's/students' ability to function effectively and to achieve in school.
 - 7.07(6)(g) identify racial and ethnic barriers within the local education agency and develop strategies to lessen and overcome the negative effects of such barriers on children/students and on the learning climate of the local education agency.
 - 7.07(6)(h) create opportunities for students and staff to recognize diversity in positive ways and to facilitate the understanding and acceptance of cultural and other influencing differences.
- 7.07(7) The school social worker is knowledgeable about assessment and is able to:
- 7.07(7)(a) assist local education agencies in the identification of students needing specialized and or support services.
 - 7.07(7)(b) perform need-assessments as the foundation of effective program planning for children/students and families that include, but are not limited to:
 - 7.07(7)(b)(i) a study of bio-psychosocial factors that may interfere with the children's/students' adjustment to and performance in school and which may involve assessment(s) of the student's physical, cognitive and emotional development and adaptive behavior as manifested in the family's related history;

- 7.07(7)(b)(ii) assessment of the student's behavior and attitudes in a variety of settings;
 - 7.07(7)(b)(iii) assessment of the patterns of the child's/student's interpersonal relationships as observed in the family, local education agency and community settings;
 - 7.07(7)(b)(iv) assessment of the aspects of the biological, medical, psychological, cultural, sociological, emotional, legal and environmental factors that affect reports on the student's behavior by teachers and other personnel in their roles with/within the local education agency;
 - 7.07(7)(b)(v) identification of formal and informal policies of the local education agency and other institutional factors that may affect the student's behavior;
 - 7.07(7)(b)(vi) assessment of patterns of achievement and adjustment at critical points in the child's/student's growth and development; and
 - 7.07(7)(b)(vii) assessment of the existence of, accessibility to and utilization of community resources for children/students and families.
- 7.07(7)(c) incorporate students' needs-assessment information into and write a comprehensive, timely and appropriate social-developmental history.
- 7.07(7)(d) utilize appropriately administered formal and informal objective measures including but not limited to measures of adaptive and functional behavior, self-esteem, social skills, attitudes, emotional health and interests.
- 7.07(7)(e) consider placement and service options for students in a variety of contexts.
- 7.07(8) The school social worker is knowledgeable about current effective research and program evaluation and is able to:
- 7.07(8)(a) maintain accurate data and records relevant to the planning, management and evaluation of the school social work program.
 - 7.07(8)(b) maintain ongoing assessments of evidenced-based, educationally related social programs implemented in the local education agency, related community and in the region, which address such issues as, but not limited to, students dropping out of school or having poor attendance, advocate for program changes to address such issues and participate in program development and implementation processes, as appropriate.
 - 7.07(8)(c) engage in critical self-evaluation to assess efficacy and to improve skills and service delivery.
 - 7.07(8)(d) collect, analyze and publish data and present technical information to a variety of audiences and in a variety of contexts, including the general public, public officials, elected and appointed, and/or other decision-makers and policymakers responsible for programs and for program changes that can effect public education and related child welfare matters.
 - 7.07(8)(e) assume responsibility for continuing to develop a knowledge base and the skills necessary to remain current in the field and to develop and gain access to support systems that enhance personal growth and professional identity.
 - 7.07(8)(f) participate in professional and community organizations as relevant and appropriate.