A Manual for School Social Work Practice in Minnesota

A joint project between the Minnesota Department of Education and the Minnesota School of Social Workers Association.

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The Minnesota Department of Education (MDE), in partnership with the Minnesota School Social Worker Association (MSSWA), collaborated to develop and revise this manual for school social workers in Minnesota. This document is the result of a collegial effort and is intended as a reference manual for educationally relevant social work services in Minnesota schools. Our hope is that this document will be regarded as a valuable resource to practitioners and school administrators to promote collaboration and assist in the understanding of the unique contribution that school social work services bring to a child, school and community.
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Chapter 1

School Social Workers’ Practice Mission

School Social Workers’ Roles: Philosophical Perspectives
Chapter 1: School Social Workers’ Practice Mission

Objective
To describe philosophical and ecological perspectives used by school social workers within Minnesota schools.

School Social Workers’ Mission
School social workers’ mission is to promote academic success by reducing social, emotional, economic, and environmental learning barriers.

School Social Workers’ Philosophical Perspective
School social workers’ unique perspective can be attributed to an ecological or person-in-environment focus (e.g., Bronfenbrenner, 1979). Students are viewed within multiple contexts (e.g., classroom, family, community, and cultural experiences), which helps school social workers both appreciate how community and societal issues impact students and assess individual functioning within multiple environmental contexts. School social workers concurrently employing student-, family system-, and environment- focus help further organize and facilitate strength-building approaches to work with students (versus pathology or deficits). School social workers focus upon positive educational outcomes for all students aligns with social work’s historical commitment to social and economic justice for all people. School Social Workers facilitate partnerships between families and schools that promote learning for all students.

School Social Workers’ Roles
School social workers are licensed professionals who uphold state requirements to practice social work within school settings. School social workers help students address learning barriers through ecological or person-in-environment perspectives (e.g., Bronfenbrenner, 1979) in which students are considered within classroom-, family-, community, and cultural- contexts. School social workers are prepared to understand and assess the students’ individual function within multiple environmental contexts. School social workers provide support intended to benefit all students in the service of social and emotional adjustment (e.g., to school, family, community, and society). School social workers provide linkage between students’ home, school, and community. School social workers offer direct and indirect services to students, families, and school personnel that promote and support students’ academic and social success. As members of multidisciplinary school teams, school social workers are prepared to provide a breadth of services (see also Appendix: Role of the School Social Worker) such as:

• Assess, screen, and evaluate student stressors,
• Offer individual and group therapeutic and individual skills training support,
• Provide crisis intervention,
• Support students who are experiencing homelessness,
• Facilitate home-school collaboration,
• Teach Social Emotional Learning (SEL),
• Follow through with truancy,
• Administer third party billing support,
• Advocate,
• Serve families,
• Support school staff,
• Coordinate community agency services,
• Prepare and deliver classroom presentations, and
• Develop programs, resources, and policies.

References

Chapter 2

School Social Work Practice

This chapter looks at:

● School social work licensure requirements
● Levels of social work licensure
● Supervision requirements
● Accredited social work programs in Minnesota
● National Association of Social Workers (NASW) Code of Ethics
● National Association of Social Workers (NASW) Standards for School Social Work Practice
● Standards for cultural competence
● Confidentiality
● Record keeping
Chapter II: School Social Work Practice

Objective
To describe school social work licensing requirements, levels of social work licensure, services provided by licensure level, standards of practice-related resources, and supervision requirements.

School Social Work Licensure Requirements
School social workers hold two professional licenses: one from the Board of Social Work (BOSW), and another from the Professional Educator Licensing and Standards Board (PELSB). School social workers also hold either a baccalaureate or master’s degree from an accredited social work program. And have passed either the national examination provided by the Association of Social Work Boards (ASWB) or a comparable examination as determined by the Board in order to work in the schools. In addition, school social workers assume ongoing responsibility for maintaining current licensure.

Minnesota Board of Social Work (BOSW) Licensure Levels
The Minnesota Board of Social Work (BOSW) offers licensure at four levels: Licensed Social Worker (LSW), Licensed Graduate Social Worker (LGSW), Licensed Independent Social Worker (LISW) and Licensed Independent Clinical Social Worker (LICSW). For all levels of licensure prior to every two year renewal period, you must complete 40 hours of continuing education hours (CEU’s), two of which must pertain to CEU’s ethics content. At the LICSW level, 12 of 40 CEU’s must include clinically based content. For supervisors, 6 of 40 CEU’s must include supervision based content. For specific topic requirements for continuing education, contact the Board of Social Work.

In terms of additional Minnesota Board of Social Work information, this manual offers two additional reminders. First, please note that licenses must be renewed on the last day of each licensee’s birthday month. Second, remember that all LSW-and LGSW- level social workers must be supervised for at least 4000 hours of supervised practice following licensure (please see Levels of Social Work Licensure for more information). Further questions can be directed to the Minnesota Board of Social Work, 612-617-2100.

Professional Educator Licensing and Standards Board (PELSB) License
The Professional Educator Licensing and Standards Board licenses social workers as school social workers. After the initial two-year licensing period, school social work licenses must be renewed every five years. To renew a five-year School Social Work license, every staff member needs to have 125 clock hours of continuing education. The Board of Teaching requires that of these 125 clock hours, all social work licensure candidates must have completed clock hours in various content areas, subject to change. Information regarding license renewal can be obtained via the PELSB website.

Levels of Social Work Licensure
Like teachers, as social workers in Minnesota can be licensed at both the bachelor’s and master’s level to work as school social workers. Social work licenses--issued by the Minnesota
Board of Social Work and required for school social work licenses—is complicated by its four levels of licensure. Licensure levels dictate what services as social workers may provide.

**Licensed Social Worker (LSW)**

To become a Licensed Social Worker (LSW), a baccalaureate degree in social work from a Council on Social Work Education (CSWE) accredited program must be earned and a licensing exam must be passed.

LSWs are educated to help people within the context of their social environments. This means that social workers do not simply focus on students who struggle, but also consider environmental causes (home situation, peer interactions, neighborhood conditions, classroom climate, etc.) that may contribute to students’ behavior. This holistic approach also considers the effect students have on others (like other students, teachers, and parents).

LSWs may provide services to help a group of students with difficulties in peer interactions, helping teachers re-structure their classes to better meet students’ need or helping parents create a discipline program or develop a bedtime routine so as to improve a students’ ability to concentrate in school. Because of their emphasis on the environment, LSW social workers might also work with local low-income housing to coordinate safe study areas or after-school care. LSW social workers might also implement school-wide intervention or prevention programs such as decreasing bullying or creating a respectful climate. LSWs help schools deal with crisis situations as child abuse or help families find resources to prevent being evicted or to apply for medical assistance.

LSWs must be supervised by social worker(s) for the first two years of their practice, at a minimum of 4000 hours of practice after becoming licensed. Supervisor may be social workers who possess a MSW degree or one with a BSW degree who has completed supervision requirements as identified by the Board of Social Work.

**Licensed Graduate Social Workers (LGSW)**

To become a Licensed Graduate Social Worker (LGSW), an MSW degree from a CSWE accredited social work program must be earned and a licensure examination must be passed. Both MSW education and LGSW exams cover theoretical constructs, research, and social work practice and policy in greater depth. LGSWs have completed two internships as well as advanced social work coursework. LGSWs must be supervised for two years of full-time practice (or its part-time equivalent) by someone with who possesses independent license (either a LISW or a LICSW who has completed supervision requirements as identified by the Board of Social Work). Depending on personal goals and the needs of the position, LGSWs can either engage in clinical practice or generalist practice. Generalist practice would include the same activities that LSW social workers do in a school setting (short-term individual counseling, group counseling, helping parents with student learning issues, consulting with classroom teachers, helping in family or school crises, implementing school-wide prevention efforts, finding resources and reporting child abuse). This social worker could be supervised by either LISWs or a LICSWs. If the social worker is practicing clinical social work, they can practice activities that the LSW performs. In addition to this, clinical LGSWs can diagnose and treat psychosocial problems, disabilities, addictions, emotional impairments and behavior disorders (Minnesota Statute 148D.010, subd 6, 2014). If LGSWs perform diagnosis and treatment of emotional or behavior problems in students, or billing medical assistance for services, they need to be
supervised by an LICSW social worker who has completed supervision requirements as identified by the Board of Social Work. After the equivalent of two years of full-time practice under the supervision of either of LISW or a LICSW, LGSW social workers must take a licensing examination to advance to either the LISW or LICSW level.

**Licensed Independent Social Workers (LISW)**

Licensed Independent Social Workers (LISWs) can provide short-term counseling for students related to specific, short-term concerns (such as problems in peer interaction or bullying), help parents with parenting issues related to school functions (such as attendance), facilitate groups for students around specific concerns (such as anger management or divorce), implement school-wide prevention programs (such as diversity initiatives), develop prevention programs or crisis management policies, consult with classroom teachers (e.g., regarding peer problems in a classroom), help the school find resources (such as glasses or dental care for students, give in-service trainings (such as about child abuse reporting), and work with local agencies in collaborative relationships (such as county mental health teams). LISW social workers do not need to be supervised, except as needed “when appropriate or necessary for competent and ethical practice” (Minnesota Statutes 2014, Chapter 148D.200, subd. 2).

Like LGSW social workers, LISW social workers may engage in clinical practice (see above), but if they do so, they must be supervised by LICSW social workers who have completed supervision requirements as identified by the Board of Social Work for a period of two years (or its equivalent), at which time they would be required to sit for the LICSW examination.

**Licensed Independent Clinical Social Workers (LICSW)**

Licensed Independent Clinical Social Workers (LICSWs) may provide all of the services that LISW social workers provide. They may also practice clinical social work, including the diagnosis and treatment of psychosocial problems, disabilities, addictions, emotional impairments, and behavior disorders (Minnesota Statute 148D.010, subd 6, 2014). LICSWs may practice independently as there is no mandate for supervision at this level of licensure, except as needed “when appropriate or necessary for competent and ethical practice (Minnesota Statutes 2014, Chapter 148D.200, subd. 2).”

**Supervision Requirements**

The purpose of supervision is threefold: 1) to provide education in social work knowledge, values, and skills; 2) to provide support to social workers as they may be exposed to difficult social situations; and 3) to provide evaluation for the purpose of accountability (Kadushin & Harkness, 2002). By definition, social work supervision is provided by social workers with more experience to one with less experience.

Social work licensure requires that all social workers receive a total of 100 hours of supervision during their first 4000 hours of practice (approximately two years full-time practice) after they become licensed (Minnesota Statutes 2014, Chapter 148D). This translates into approximately 4 hours of supervision per month for social workers who work full time. While after 4000 hours for BSW-level social workers and 4000-8000 hours for MSW-level social workers supervision is no longer mandated, social workers should still maintain supervision or consultation “when appropriate or necessary for competent and ethical practice (Minnesota Statutes 2014, Chapter 148D.200, subd. 2).”
As social workers work toward their total of 100 hours of supervision during their first 4000 hours of practice, at least half (50 hours) of this must be provided through one-on-one supervision: a minimum of 25 hours should be in-person supervision, and no more than 25 hours of supervision should take place via eye-to-eye electronic media (while maintaining visual contact, excluding email). The remaining 50 hours must be provided through one-on-one supervision, or group supervision which is limited to 6 supervisees. Supervision may be in person, by telephone or via eye-to-eye electronic media while maintaining visual contact, excluding email.

The Minnesota Board of Social Work (BOSW) states that supervisors must both be licensed and complete BOSW’s supervision requirements. Social workers who have earned their BSW degree may be supervised by another BSW social worker who has at least 2 years of experience or by an MSW-level social worker, or a licensed social MSW-level social worker. Supervision for MSW-level social workers must be provided by MSW-level social workers who have completed two years of supervised practice and passed a licensure examination at either the licensed independent social worker (LISW) or a licensed independent social worker (LICSW) level. If MSW-level social workers is practice “clinical social work” [provide “differential diagnosis and treatment of psychosocial function, disability, or impairment, including addictions and emotional, mental, and behavioral disorders” (Minnesota Statute 148D010 subd 6)], they must be supervised by LICSW licensed social workers. In situations where social workers who possess the appropriate level of licensure are unavailable to provide supervision, social workers may request a variance from the board of social work that other mental health professionals provide supervision (Minnesota Statutes 2014, Chapter 148D).

In terms of its focus, social work supervision focuses upon the acquisition of social work knowledge, values, skills, ethics, standards of practice, with emphasis on standards of practice, ethical conduct, roles, responsibilities, boundaries, power dynamics and permissible scope of practice (Minnesota Statutes 2014, Chapter 148D).

Within larger school districts who employ many social workers, experienced social workers often provide social work supervision to those with less experience. In smaller districts, experienced social workers may not be available to provide supervision. In such situations, the social worker must seek a qualified social worker outside the district to provide the necessary social work supervision. Because this supervision is a requirement for licensure, social workers should negotiate time and payment for supervision with the school district.

**References**


**Accredited Social Work Programs in Minnesota**

To practice school social work in Minnesota, the following are required:
1. Graduation with a baccalaureate or Masters in Social Work degree from a social work program accredited by the Council on Social Work Education;
2. Licensure by the Board of Social Work; which includes passing the national examination provided by the Association of Social Work Boards (ASWB),
3. or a comparable examination as determined by the Board in order to work in schools.
4. Licensure as a School Social Worker through the Minnesota Professional Educator Licensing and Standards Board.

For more licensing information, fees, and process please contact:

**Minnesota Board of Social Work**
2829 University Avenue SE
Suite 340
Minneapolis, MN 55414-3239
Telephone: (612) 617-2100
Toll Free: (888) 234-1320
TTY: (800) 627-3529
Fax: (612) 617-2103
https://mn.gov/boards/social-work/

**Minnesota Professional Licensing & Standards Board**
1021 Bandana Blvd E. Suite 222
St. Paul MN 55108
Telephone: (651) 539-4200
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Walk-in hours: Mon. - Fri. thru Friday 8am-4pm
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peslb@state.mn.us
https://mn.gov/pelsb/

**Association of Social Work Boards**
400 South Ridge Parkway, Suite B Culpeper, VA 22701
Telephone: (540) 829-6880
Toll Free: (800) 225-6880
Fax: (540) 829-0142 fax
(888) 579-EXAM Candidate Registration Center
(888) 332-EXAM Hearing impaired candidate registration/TTY
http://www.aswb.org

To identify accredited schools of social work, please contact the Council on Social Work Education at https://www.cswe.org/

**Minnesota Board of Social Work Standards of Professional Practice and Compliance Provisions**
School social workers in Minnesota are licensed by the Board of Social Work and the Board of Education. As such, they must adhere to the Standards of Practice (https://mn.gov/boards/social-work/licensees/standardsofpractice.jsp) as determined by the Board of Social Work Examiners. These standards describe professional and ethical conduct, responsibilities to clients and former clients, recording practices, professional boundaries and prohibitions against personal, business, or sexual relationships with clients or their families. Because these statutes are a part of Minnesota law, failure to adhere to these professional standards can result in penalties up to and including forfeiture of the license to practice social work.

**NASW Code of Ethics**
The National Association of Social Workers (NASW) is a professional organization that many social workers choose to join. NASW sets professional standards for school social workers,
cultural competence and professional behavior. A social worker who joins NASW agrees to adhere to the **NASW Code of Ethics** which, although voluntary, constitutes the “gold standard” of professional ethics. This Code is based on the cardinal social work values of service, social justice, dignity and worth of the person, the importance of human relationships, integrity and competence. It summarizes ethical principles and provides standards by which both social workers and others outside the profession may assess a social worker’s professional behavior. The Code of Ethics lists responsibilities to clients, colleagues, employers, the profession and society at large.

**NASW Standards of Practice for School Social Workers**

The National Association of Social Workers (NASW) is a professional organization that provides support and information for social workers. They have a school social work section whose purpose is to provide support and education for school social workers. They have identified **Standards and Practice for School Social Workers** that provide guidelines for professional practice, requirements for preparation and development for the practice of school social work, recommendations for administrative structure and support, and a summary of the NASW Code of Ethics.

**NASW Standards for Cultural Competence**

School social workers interact with students and families who come from a variety of ethnic and cultural groups. The National Association of Social Workers (NASW) has developed **Standards for Cultural Competence**. These standards mandate that social workers function within the values of the profession and have an awareness of potential differences in values, customs and beliefs of various groups. As such social workers need self-awareness, knowledge of community resources and the cultures with which they work. They need skills to understand, empower, and advocate for clients from diverse backgrounds. Social workers must obtain professional development and ongoing education to stay abreast of changes in professional practice and the changing needs of their client populations.

**Confidentiality**

The practice of confidentiality in a school setting can pose challenging decisions for a school social worker due to the holistic approach used to meet the needs of a student and multiple factors such as the age of the student, the purpose of the social work involvement, the interests of the parents, teachers and administrators and the ethical and legal parameters of confidentiality. School social workers must adhere to their ethical and legal responsibilities when making professional decisions regarding confidentiality. School social workers must have knowledge and understanding of the Social Work Code of Ethics, standards of school social work practice, federal and state laws and local school district policies that govern client confidentiality and school records.


The Family Education Rights and Privacy Act (FERPA) that protects the privacy of student education records can be viewed at http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html

And, the Health Insurance Portability Accountability Act of 1996 (HIPPA) that protects health data can be viewed at http://www.cms.hhs.gov/HIPAAGenInfo/.

There are times when a school social worker must make a difficult decision about confidentiality and disclosure. The Confidentiality Checklist by Raines (See Appendix) can guide and assist a school social worker with their decision.

**Record Keeping**
Records created or held by school social workers are considered educational records under Minnesota law. See Minnesota Statutes section 13.32, subd. 1 and 3. Educational records contain private data about individuals - the student who is the subject of the record. Generally, such records cannot be released without parental consent. However, records are accessible by parents upon request, and they may be accessible without parental consent by school officials, including teachers, contractors, and volunteers, who have a legitimate educational interest in accessing the records. See 34 C.F.R. §§ 99.10 and 99.31(a)(1). Under federal law, schools must use reasonable methods to ensure that school officials obtain access to only those education records in which they have a legitimate educational interest, and that physical, technological, or administrative controls are in place to restrict access to records. See 34 C.F.R. § 99.31(a)(1).

Although school social work records are part of an individual student's educational record, social work records themselves may be stored in a location separate from the central educational record, such as the social work office, in order to increase privacy protections and facilitate the use of the records by the school social worker. If the social work records are stored separate from the student's central educational record, the central educational record should contain a notation that the records are stored elsewhere, including a basic description of the type and nature of the data and the location of the data. The Minnesota Board of Social Work Practice Act, Minnesota Statutes section 148D.225, subd. 4(a) and (b), outlines the minimum records that social workers must maintain; other laws also may apply to school social workers. Because school social workers are employed by an entity, they should follow the school's record retention schedule, which must be in compliance with Minnesota Statutes section 13.32, for guidance as to how to maintain their social work records.
Chapter 3

Professional Development

This chapter looks at:

- Introduction
- Job description
- Interview questions
- Performance evaluation
- Professional development plan
- Peer group consultation
Chapter 3: Professional Development

Objectives
The objectives for this chapter are twofold. 1) To provide guidance to school administrators and Social Work Supervisors when recruiting and providing supervision to school social workers. 2) To make suggestions for professional development activities pertinent to school social work practices in the school environment.

Introduction
The purpose for this chapter is twofold. First, it is intended to provide guidance to school administrators when recruiting and supervising school social workers. An example job description, interview questions, and performance evaluation plan are included. These tools reflect current roles and responsibilities required of the school social workers by settings in which they practice. School social work positions differ depending on the needs of the student population being served, as well as the school’s unique needs. Therefore, responsibilities differ and need to be clear upon hiring.

The second purpose is to offer suggested processes for professional development activities tied to social work practice within school environments. Two such models are the development of a professional development plan and peer group consultation.

Sample School Social Worker Job Description
Below, a sample school social worker description summarizes minimum qualifications, preferred (additional) qualifications, job goals, responsibilities,

Minimum Qualifications
- Bachelor’s Degree in Social Work
- Minnesota Board of Social Work Licensure (LSW)
- Minnesota Professional Educator Licensing Standards Board (PELSB) Tier 3 or Tier 4 license

Preferred (Additional) Qualifications
- Master’s Degree in Social Work
- Minnesota Board of Social Work Licensure, Clinical Level (LICSW) Experience working with children and families, especially in a school setting

Job Goals
- To maximize school success by addressing and impacting students’ personal, social, and emotional needs in home, school and community.

Responsibilities (will vary across settings)*
1. Assess student functioning, both formally and informally, in home, school and community, identifying factors that may negatively impact a student’s education while also assessing strengths.
2. Provide counseling to individuals and groups and their families, using appropriate therapeutic strategies.
3. Promote consistent school attendance.
4. Provide crisis intervention services for students, demonstrating skill in diagnosing and recommending appropriate treatment for mental health/behavioral needs.
5. Consult and collaborate effectively with community agencies and other mental health professionals to coordinate service.
6. Actively participate in multidisciplinary teams, and provide consultation to school personnel regarding home, neighborhood and community conditions that may affect student well-being.
7. Demonstrate knowledge of district, state and federal policies, including due process guidelines and child abuse/neglect reporting.
8. Maintain records and billing in a manner consistent with district practices.
10. Prioritize school social work needs and manage time accordingly.
11. Uphold the ethical standards of the Social Work profession.
12. Cultural competency to support students and families.

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*School social work positions differ depending on the needs of the student population being served, as well as the school’s unique needs. Therefore, responsibilities would also differ and would need to be made clear upon hiring.*
### Sample Interview Questions for School Social Worker Positions*

Applicant’s Name _____________________________ Date ___________________

(May rate each question 1-5)

### Contextual to COVID-19

- In light of the COVID-19 pandemic, what are some specific actions you've taken to build your skills and abilities to practice and support students/families in a remote/distance learning environment?
- COVID-19 health precautions will have an impact on school reopening plans. What strategies will you use to establish yourself with students, parents, and staff in a distance learning model? A hybrid model? A fully open model?

### Who are you?

- Tell us a little bit about yourself and why you are interested in a school social work position?
- Briefly describe your professional background, training, and experience that relates to this position.
- What are the strengths you will bring to this position and our school community? What is an area of growth you have targeted for improvement?
- What are you passionate about and how would you bring your passions to the work you do on a daily basis?
- How has your background and experience prepared you to be effective in an environment that is committed to inclusion and where we see awareness of and respect for diversity as an important value?

### What have you done?

- Explain your tasks and job responsibilities (in your practicum, in your past positions). May we contact your supervisor/principals?
- Do you have any experience responding to a traumatic event? Describe.
- What experiences do you have with parenting programs?
- This position works with a team of people, such as counselors, psychologists, mental health
therapists, school nurses, and administrators. There are some similarities to some of the roles and some specific differences of each role. Please share your understanding of a typical school operation and what specific role a school social worker plays that other positions would not.

- Tell us about your experience working collaboratively with other professionals?
- What experience do you have working with diverse populations?
- How have you promoted equity, sensitivity and inclusion in your work?
- How have your experiences and training prepared you to work as a school social worker?
- Please tell us about your background in working with children who exhibit social/emotional problems in the school setting, or in other settings.
- Tell us about your experiences working with problem-solving teams/multidisciplinary teams.
- What experience do you have in conducting Functional Behavioral Assessments (FBAs)?
- What is your experience with 504 accommodation plans?
- Tell us about a case that you felt successful in handling.
- Tell us about a case that was not successful and what would you do differently.
- What is the most creative and innovative counseling technique you have used?
- Please describe a large-scale project you have coordinated in the past (food drive, school-wide event, etc.).

**What is your role?**

- What do you see as the main role of a school social worker: (In an IEP meeting? Developing a positive school climate? Reporting abuse/neglect? Talking to a disgruntled parent? Providing prevention, assessment, intervention, and referral services to the school community at the school-wide, targeted and intensive levels?).
- What do you see as the role of the school social worker in relation to other pupil service staff in the school, such as the school psychologist and co-located mental health therapist?
- What experiences have you had working with parents?
- Unfortunately, there are times when the school has to respond to the sudden death of a student/teacher. What do you see as the role of the school social worker?
- What role do you think the school social worker can play in preventing violence?
- How do you utilize consultation with staff to support students and build the capacity of educators to accommodate and intervene for students’ social/emotional/behavioral needs?
- Share specific strategies and examples of you building a relationship with a student and their family in the role of school social worker.
- What data do you routinely utilize to drive your interventions? What are some examples of intervention strategies you have used for students with behavioral needs and how do you evaluate their effectiveness?
- Supporting successful Tier 1 practices so teaching & learning can thrive is essential for all students to learn. How do you utilize consultation with staff to support students and build the capacity of educators to accommodate and intervene for students’ social/emotional/behavioral needs?

**What do you know?**

- Are you familiar with FERPA? How might FERPA impact the role of a school social worker?
- Briefly describe what a Behavior Intervention Plan is. Have you written one? Explain.
- What kinds of social skills do you see as essential for all youth to learn? How will you support the learning of these skills in an elementary school setting?
- How important is race, ethnicity, cultural and social factors when assessing the needs of the whole child? Describe how you would integrate this into practice and how you might relay this to the team?
- What data do you routinely utilize to drive your interventions? What are some examples of intervention strategies you have used for students with behavioral needs and how do you evaluate their effectiveness?
- What systems and structures do you feel need to be in place school-wide to meet the SEL and basic needs of our students and families?

**How would you handle…?**

- The principal asks you to assist with an angry student who is sitting in the fetal position under his desk.
- The teacher is concerned that a student is always sleeping in class. What information would you want to find out in order to assist this student?
- A student tells you he/she is being abused.
● Students report to you that there may be a fight.
● You have been asked to facilitate a small group to teach social skills. How would you proceed?
● Parents of a student with an IEP with whom you work are calling you and the teacher at least weekly, saying they are upset with their child’s program and is bad-mouthing the teacher to you. What steps might you take to resolve this conflict?
● You receive an email from an administrator or counselor saying they have some credible information that a student is homeless and their family is living with relatives. Walk us through, to the best of your knowledge, all of the steps you would use regarding this situation and in the role of school homelessness liaison.
● We establish a need for a 6th grade family change group. Please describe the steps you would take to implement this group?
● You are at one of your buildings beginning a busy day and the other school calls to inform you of a crisis situation. What would you do?
● Since your role would be split between two buildings, communication with the full-time staff at each building is imperative to make sure that student’s needs are met if you are not available. What type of communication system would you use to relay information about students to other staff.
● What steps would you take to support a student who is refusing to access their education because they won’t enter the building or classroom?

What would you do?

● You hear from a teacher that "Jimmy" has increasingly aggressive behavior toward others. He is not on an IEP. The teacher has asked him to stop, but the situation is getting worse. How would you handle this?
● What strategies would you use if you were assigned to a school with a large faculty so they know who you are and what services you provide?
● We are often confronted with multiple situations at once? How would you prioritize handling an upset parent, a crying student, and 2 peers ready to get into a fight who are wishing to see you?
● What types of intervention strategies would you use in the school setting for students with: (emotional problems, behavior problems, school phobia, eating disorders, attention deficit disorder, divorce, etc.).
● Explain some ways you might provide service to classroom teachers.
● How would you use technology in your job to help you be more efficient?
● Talk to us about how you have handled a time when you were in conflict with another staff person. (How would you deal with a staff member that you do not get along with, agree with or are intimidated by?).
● Tell us about a time you were in disagreement about programming/support for a student. What were the challenges? How did you navigate the situation?

**Would you be a good fit?**

● What attracts you to working with students at ____ grade level?
● What do you see as the role of parents in the education of their children and the degree of their involvement in the school setting?
● What resources have you or would you utilize that could make a difference in our school community?
● Self-care is critical. How do you balance your professional, personal and passions in life?

**Closing**

● Do you have any questions for us or anything that you would like to share that you haven’t had the chance in other questions?
● Do you have any questions for our team or anything else you would like to add?

*Questions should be changed or added to fit your school’s SSW position needs.

**Performance Evaluation**
Instructions: Mark a “B” indicating Below Standard, an “M” for Meets Standard, and an “E” for Exceeds Standard. Evaluator may also indicate movement toward the next level, such as “M-E,” as well as add appropriate comments in the Notes section.

1. General School Social Work (SSW) Services

It is an expectation that Minnesota School Social Workers utilize social work skills that commensurate with professional social work standards as outlined by NASW guidelines.

<table>
<thead>
<tr>
<th>Below Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
<th>B/M/E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social work service is disorganized or poorly defined</td>
<td>Develops, manages and implements effective school social work services</td>
<td>Social work service is recognized as highly effective throughout the school and community</td>
<td></td>
</tr>
<tr>
<td>Uses time ineffectively, not based on prioritized school social work needs</td>
<td>Accurately prioritizes school social work needs and manages time accordingly</td>
<td>Develops a written social work plan based on school social work needs</td>
<td></td>
</tr>
<tr>
<td>Is primarily reactive with few measures of impact</td>
<td>Addresses student needs and measures the impact of interventions</td>
<td>Uses multiple sources of data to measure the effects of SSW services</td>
<td></td>
</tr>
<tr>
<td>Social worker-student interactions include negative or demeaning responses</td>
<td>Builds positive relationships with students through friendly and mutually respectful interactions and home visits</td>
<td>Strengthens relationships with students through participation in community events</td>
<td></td>
</tr>
<tr>
<td>Interactions may not account for the development level or culture of the student</td>
<td>Cares about each student and respects developmental, cultural and socioeconomic differences</td>
<td>Provides leadership in developing a caring and culturally sensitive school culture</td>
<td></td>
</tr>
<tr>
<td>Office area is disorderly and/or not accommodating</td>
<td>Office area is functional and presents a warm and inviting atmosphere</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials for use with are not available</td>
<td>Materials for use with students are accessible and organized</td>
<td>All materials for use with students are organized and professionally displayed</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Demonstrates limited skills in resolving conflict</td>
<td>Effective in resolving conflict and teaching conflict resolution skills</td>
<td>Takes leadership in identifying points of conflict within the school</td>
<td></td>
</tr>
<tr>
<td>Demonstrates limited crisis intervention skills</td>
<td>Displays skill in responding to crisis, ranging from individual to whole school intervention</td>
<td>Is a leader in responding to crisis in the schools</td>
<td></td>
</tr>
<tr>
<td>Demonstrates limited diagnosis and treatment planning skills</td>
<td>Demonstrates skill in diagnosing and recommending appropriate treatment for mental health/behavioral needs.</td>
<td>Conducts training in understanding and recommending appropriate treatment for mental health/behavioral needs.</td>
<td></td>
</tr>
<tr>
<td>Necessary school social work notes on students are not organized or accessible.</td>
<td>Student notes are appropriate and organized, indicating problem, intervention(s) and progress</td>
<td>Teaches others on student and programmatic data collection for school social workers</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

### 2. Written Communication

It is an expectation that Minnesota School Social Workers communicate effectively with all students, administrators, parents, staff and community members.

<table>
<thead>
<tr>
<th>Below Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
<th>B/M/E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reports are poorly written, and/or disorganized, lack individualization</td>
<td>Reports are clear, organized, accurate and individualized</td>
<td>Teaches other social workers to write clear, accurate and individualized reports</td>
<td></td>
</tr>
<tr>
<td>Reports are not completed on time, or are rushed in at the last minute</td>
<td>Reports are completed in a timely manner</td>
<td>Reports are completed ahead of deadline in special circumstances</td>
<td></td>
</tr>
<tr>
<td>Reports tend to be uniform, do not reflect individual differences</td>
<td>Reports reflect sensitivity to diverse student populations</td>
<td>Reports utilize additional resources to interpret data based on diversity</td>
<td></td>
</tr>
<tr>
<td>Emails/letters are often grammatically incorrect or inappropriate</td>
<td>Emails/letters are clear and appropriate</td>
<td>Is a leader in helping others and creating policies regarding use of email communication</td>
<td></td>
</tr>
</tbody>
</table>
3. Parent/Community Collaboration and Referral

It is an expectation that Minnesota School Social Workers help to ensure the overall success of students and school operations by collaborating with staff, parents, community agencies and the community at large (knowledge of community services is necessary).

<table>
<thead>
<tr>
<th>Below Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
<th>B/M/E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impedes the team process</td>
<td>Works effectively as a team member, including integrating assessment results</td>
<td>Takes a leadership role in team-building and in developing consensus and cooperation</td>
<td></td>
</tr>
<tr>
<td>May be critical or rigid, ineffective in problem solving</td>
<td>Demonstrates effective problem-solving skills</td>
<td>Is proactive and highly valued as a resource to help solve problems</td>
<td></td>
</tr>
<tr>
<td>Minimal response to requests for professional input</td>
<td>Provides ongoing professional input and expertise for others in the school community</td>
<td>Provides ongoing professional input and expertise to the broader community</td>
<td></td>
</tr>
<tr>
<td>Provides minimal or no consultation with staff and parents</td>
<td>Provides appropriate consultation with staff and parents</td>
<td>Teaches others to provide appropriate consultation with staff and parents</td>
<td></td>
</tr>
<tr>
<td>Demonstrates limited skill in interpreting student referral information</td>
<td>Demonstrates skill in understanding student referral concerns with respect to race, ethnic, cultural and social factors</td>
<td>Seeks additional information and resources to help team understand referral concerns</td>
<td></td>
</tr>
<tr>
<td>Minimal or no review of prior interventions, historical records, or biopsychosocial data</td>
<td>Reviews relevant biopsychosocial data including health history, educational and family history and intervention records</td>
<td>Reviews, interprets and integrates relevant biopsychosocial data, seeking out additional information helpful to the assessment process</td>
<td></td>
</tr>
<tr>
<td>Provides minimal assistance to staff and parents regarding pre-referral concerns</td>
<td>Provides consultation to staff which may include designing pre-referral interventions</td>
<td>Provides ongoing consultation to staff including designing and implementing pre-referral interventions</td>
<td></td>
</tr>
<tr>
<td>Ignores or denies input from school staff or others who may be helpful in addressing special needs of students</td>
<td>Encourages and uses input from others in addressing needs of students</td>
<td>Initiates collaborative problems that address gaps in student services</td>
<td></td>
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<tr>
<td>---</td>
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<td>---</td>
<td></td>
</tr>
<tr>
<td>Facilitates minimal or no interaction with parents and community</td>
<td>Reaches out to families to get them involved in their child’s education</td>
<td>Provides resource information and/or conducts parent groups to increase parenting skills, including effective involvement in their child’s education</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

4. **Assessment/Due Process**

It is an expectation that Minnesota School Social Workers develop and participate in appropriate assessments of student, family and systemic functioning.

<table>
<thead>
<tr>
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<th>Exceeds Standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates limited ability to select, administer and/or interpret assessments</td>
<td>Demonstrates the ability to select, administer and interpret multiple assessments</td>
<td>Demonstrates knowledge of “cutting edge” assessment tools and practices</td>
<td></td>
</tr>
<tr>
<td>Minimal knowledge or use of non-standardized assessment techniques</td>
<td>Collects assessment data using non-standardized assessment techniques, such as observation and interviews</td>
<td>Uses a wide variety of non-standardized assessment, such as observation and interviews</td>
<td></td>
</tr>
<tr>
<td>Minimal ability to effectively convey assessment results</td>
<td>Interprets and synthesizes data and effectively conveys results to team</td>
<td>Demonstrates outstanding ability to synthesize and effectively convey assessment results</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
## 5. Group and Individual Counseling

It is an expectation that Minnesota School Social Workers meet with students individually or as appropriate, in a group setting, to address students' social/emotional needs.

<table>
<thead>
<tr>
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<th>Exceeds Standard</th>
<th>B/M/E</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no system or an ineffective system for student referrals for groups</td>
<td>A system is in place for student referrals to groups</td>
<td>Uses a needs-assessment tool to develop a referral system for groups</td>
<td></td>
</tr>
<tr>
<td>Groups do not exist, or are poorly run</td>
<td>Conducts groups which develop group identity and in which students are supporting each other</td>
<td>Group participation results in a demonstration of exceptional levels of empathy and support</td>
<td></td>
</tr>
<tr>
<td>Groups are disorganized, not goal-oriented</td>
<td>Targeted skills are acquired through group process with the goal that skills are generalized to other settings</td>
<td>Trains others to conduct effective groups which lead to generalization</td>
<td></td>
</tr>
<tr>
<td>There is no system or an ineffective system for student referrals for individual counseling</td>
<td>A system is in place for student referrals for individual counseling</td>
<td>Uses a needs assessment to develop a referral system for individuals</td>
<td></td>
</tr>
<tr>
<td>May use inappropriate therapeutic strategies</td>
<td>Uses appropriate therapeutic strategies in counseling students</td>
<td>Trains others in the use of appropriate counseling strategies</td>
<td></td>
</tr>
<tr>
<td>No clear goals or measures of outcome of individual counseling</td>
<td>Collects data to show better student self-knowledge and interpersonal skills as a result of individual counseling</td>
<td>Trains others in methods to collect outcome data for individual counseling</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

## 6. School Climate

It is an expectation that Minnesota School Social Workers assist in establishing a positive learning environment that fosters mutual respect and cooperation with staff and students.
### 7. Professional Responsibility

It is an expectation that Minnesota School Social Workers exhibit professionalism and ethical behavior, as well as growing professionally through a variety of sources, such as input from peers and other school staff/parents and participation in workshop activities.

<table>
<thead>
<tr>
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<th>Exceeds Standard</th>
<th>B/M/E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiscriminately shares confidential information</td>
<td>Adheres to the Minnesota Government Data Privacy Act and FERPA regarding students and families</td>
<td>Teaches or helps develop school procedures regarding the Minnesota Government Data Privacy Act and FERPA</td>
<td></td>
</tr>
<tr>
<td>Fails to demonstrate fairness, integrity and/or ethical behavior</td>
<td>Acts in accordance with social work code of ethics</td>
<td>Takes leadership in developing high levels of integrity within the school</td>
<td></td>
</tr>
<tr>
<td>Participates in professional development if required or at a minimal level</td>
<td>Seeks out and participates in opportunities for professional development</td>
<td>Regularly participates in and takes leadership in providing professional development</td>
<td></td>
</tr>
<tr>
<td>( \text{Seeks feedback only if required, and minimizes or ignores results} )</td>
<td>( \text{Actively seeks feedback from others, including the use of surveys and uses it to make professional decisions} )</td>
<td>( \text{A wide variety of feedback is sought and effectively used to make professional practice decisions} )</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>( \text{Inconsistent adherence to due process guidelines and limited knowledge of policy} )</td>
<td>( \text{Demonstrates knowledge of district, state and federal policies and adheres to due process guidelines} )</td>
<td>( \text{Teaches other staff members about policies and due process guidelines} )</td>
<td></td>
</tr>
<tr>
<td>( \text{Frequently absent or tardy} )</td>
<td>( \text{Adequate attendance} )</td>
<td>( \text{Excellent Attendance} )</td>
<td></td>
</tr>
<tr>
<td>( \text{Attire may be inappropriate} )</td>
<td>( \text{Appropriate attire} )</td>
<td>( \text{Consistently professional attire} )</td>
<td></td>
</tr>
<tr>
<td>( \text{May not get back to people in a reasonable amount of time} )</td>
<td>( \text{Responds to most messages in a timely manner, usually within 48 hours} )</td>
<td>( \text{Responds to most messages in a timely manner, usually within 24 hours} )</td>
<td></td>
</tr>
<tr>
<td>( \text{Has little or no personal improvement plan} )</td>
<td>( \text{Sets professional goals designed to improve and/or expand SSW role and skill level} )</td>
<td>( \text{Assists or supervises others in setting professional goals} )</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

Adapted from St. Paul Public Schools, Milwaukee Public Schools, Owatonna Public Schools, and Minneapolis Public Schools.

*School social work positions differ depending on such variables as the needs of the student population being served, funding available and the school’s unique needs. Therefore, it is highly unlikely that all of the evaluation questions would be relevant. In addition, common sense would dictate that a school social worker would not be expected to exceed standards in every area.*
Sample Professional Development Process for School Social Workers

Tenured school social workers are required to maintain and improve their professional skills. Continuing education includes post-graduate classes; professional workshops or conferences; and participation on district, state and/or national work related committees. School social workers require current data on research-based, successful interventions for students who are not succeeding at school. School district staff development that is designed for teachers does not always meet the unique needs of a school social worker.

One system used in schools is a professional development process (PDP) (Danielson Model). This process requires the school social worker to develop and implement an annual plan with measurable goals that will be reviewed on a regular basis with documentation of progress toward goal achievement. The plan must be in written form, submitted to the administrator and become a permanent part of the social worker’s employment file. Administrators want the goals and activities of the social worker’s plan to relate to the school or department improvement plan.

Professional development plans will vary in each individual district. Planning tools could include the district school social work job description and/or a district school social work performance evaluation (See page 24 for an example). Methods used to determine plan effectiveness may include peer coaching or feedback, development of a professional portfolio, formal and informal observations, participation in a study group, analyzing student data, reviewing student work, action research and journaling. This process can be used as an evaluation tool and would be more helpful than an administrator evaluating a school social worker with a rubric designed for teachers.

Peer Group Consultation and Supervision Groups

School social workers may use the Peer Consultation/Supervision Group Model to meet the state directives for supervision. Peer groups may also serve as a vehicle for training and in-servicing social workers around important practice issues. Peer groups are generally organized according to Elementary, K-8, Middle School, Secondary and Special Education involvement. Membership can also be determined by a group of social workers who identify a specific year-long project or activity or by a group of social workers who need supervision for licensure requirements.

A peer group model is used in Minneapolis Public Schools. Membership in the School Social Work Peer Group is required of all social workers, regardless of assignment. Peer groups accommodate new members when appropriate. It is preferred that Elementary School groups are composed of members assigned to schools within a reasonable geographic area. Peer groups meet monthly for a minimum of nine times for at least one and one-half hours each meeting. Scheduling must be cleared with building administrators and should be scheduled to interfere as little as possible with building responsibilities. Social workers may accrue recertification credits from group participation according to attendance documentation on meeting summaries submitted to the Social Work Office.
Chapter 4

Legal Mandates

This chapter looks at:

- Federal mandates
- State mandates
Chapter 4: Legal Mandates

Objective
To provide links and a short description of the federal and state mandates that school social workers need to be familiar with to practice within school settings.

Federal

● **Americans with Disabilities Act** (Pub. L. 101-336) establishes a clear and comprehensive prohibition of discrimination on the basis of disability. [ADA.gov homepage](http://ADA.gov)

● **Family Education Rights and Privacy Act (FERPA)** (20 U.S.C. § 1232g; 34 C.F.R. Part 99) protects the privacy of student education records. [Family Educational Rights and Privacy Act (FERPA) (20 USC § 1232g; 34 CFR Part 99)]

● **Health Insurance Portability Accountability Act of 1996 (HIPAA)** (Pub. L 104-191) establishes national standards for electronic health care transactions and national identifiers for providers, health plans, and employers. It also addresses the security and privacy of health data. [Health Insurance Portability and Accountability Act of 1996 (HIPAA)]

● **Individuals with Disabilities Education Improvement Act of 2004** (Pub. L. 108-446) ensures every child with a disability has available a free and appropriate public education that is of high quality, and is designed to achieve the high standards. [Individuals with Disabilities Education Act (IDEA) website](http://IDEA website)

● **Language Instruction for Limited English Proficient and Immigrant Students** (Title III of the No Child Left Behind Act) is a federal program for English language learners (ELL) and immigrant children. [Title III - Language Instruction for Limited English Proficient and Immigrant Students](http://Title III - Language Instruction for Limited English Proficient and Immigrant Students)

● **McKinney-Vento Homeless Assistance Act** (Title X, Part C, of the No Child Left Behind Act) covers education of children and youth experiencing homelessness in U.S. public schools.
  ○ U.S. Department of Education: [Part C - Homeless Education](http://Part C - Homeless Education)
  ○ Minnesota Department of Education: [Homeless McKinney Vento](http://Homeless McKinney Vento)

● **Fostering Connections to Success and Increasing Adoption Act of 2008** (PL 110-351) requires that case plans ensure educational stability for all children in out-of-home placement. The law requires that, at the time of the initial out-of-home placement, that the child welfare agency coordinate with the local educational authority to ensure that the child can remain in their “school of origin,” unless it is determined that doing so is not in the best interest of the child. [Child Welfare Information Gateway: Fostering Connections Act](http://Child Welfare Information Gateway: Fostering Connections Act)

● **Migrant Education Program** (Title I-Part C of the No Child Left Behind Act) serves highly mobile migrant students between the ages of 3-21 who travel great distances.

- **Every Student Succeeds Act** The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students. *Every Student Succeeds Act (ESSA)*

- **Safe and Supportive Schools Act** The Minnesota Safe and Supportive Schools Act strengthens protections against the threat of bullying in Minnesota schools. The new law provides local school districts the guidance, support and flexibility to adopt clear and enforceable school policies to help protect all students from bullying. All students deserve to attend a school free of bullying, intimidation and harassment.
  - MDE: *Safe and Supportive Schools Act*
  - U.S. Department of Education: *Safe and Supportive Schools*  

**State**

- **Minnesota Department of Education:** [Minnesota Department of Education (MDE)](https://www.mde.k12.mn.us)

- **MDE Division of Special Education Law:** [Special Education](https://www.mde.k12.mn.us/programs-and-services/special-education)

- **MDE Division of Compliance and Assistance:** [Conflicts in Special Education](https://www.mde.k12.mn.us/compliance-and-assistance)

- **Minnesota Department of Human Services:** helps keep children safe and provides families with supports to care for their children. This includes child protective services, out-of-home care, and permanent homes for children and children’s mental health services. [Minnesota Department of Human Services](https://www.dhs.state.mn.us)

**Child Protection**

- **Reporting of Maltreatment of Minors Act** (Minn. Stat. § 626.556) governs child protection services to protect children from physical abuse, neglect and sexual abuse and help families get the services they need to change their behaviors. *Sec. 626.556*

**Crisis Management**

- **Crisis Management Policy** (Minn. Stat. § 121A.035) establishes that school boards are required to adopt a district crisis management policy to address potential crisis situations in their school districts. *Sec. 121A.035*

**Discipline**

- **The Pupil Fair Dismissal Act** (Minn. Stat. §§ 121A.40 to 121A.56) sets out the procedures for districts to follow when suspending or expelling a student from school. [Pupil Fair Dismissal Act](https://www.leg.state.mn.us)

**Graduation**
• **Graduation requirements** Students in Minnesota students are required to complete two kinds of requirements by the time they graduate. Students must satisfactorily complete all state academic standards or local academic standards where state standards do not apply and satisfactorily complete the state course credit requirements under Minnesota Statutes, section 120B.024 Graduation Requirements.

• **General Educational Development (GED)** For persons ages 16 and above who have not completed a high school diploma program and are not currently enrolled in classes leading to a high school diploma. MDE: GED

**Mandated Reporters: Reporting of Child Abuse and Neglect**

• Reporting of Maltreatment of Minors Act (Minn. Stat. § 626.556) Sec. 626.556

• Minnesota Department of Human Services: Child protection

• Reporting of Prenatal Exposure to Controlled Substances (Minn. Stat. § 626.5561) Sec. 626.5561

• Child in Need of Protection or Services (Minn. Stat. § 260C.007, Subdivision 6) Sec. 260C.007; Minnesota Department of Human Services: Child protection

**School Pre-Assessment Teams**

• School pre-assessment teams (Minn. Stat. § 121A.26) every public school that participates in the school district chemical abuse program shall establish a chemical abuse reassessments. Sec. 121A.26

**Student Maltreatment**

• The Department of Education receives and investigates reports of alleged physical abuse, sexual abuse and neglect of public school students by school employees pursuant to Minn. Stat. § 626.556. Sec. 626.556; MDE: Student Maltreatment

**Vulnerable Adult Act**

• Vulnerable Adult Act (Minn. Stat. § 626.557) to protect adults who, because of physical or mental disability or dependency on institutional services, are particularly vulnerable to maltreatment; to assist in providing safe environments for vulnerable adults; and to provide safe institutional or residential services, community-based services, or living environments for vulnerable adults who have been maltreated. Sec. 626.557
Chapter 5

Student Evaluation and Assessment Procedures

This chapter looks at:

- Social developmental history
- Problem-solving consultation
- Classroom observation
- Functional behavioral assessment
- Mental health screening
- Mental health screening as part of an evaluation for EBD standardized assessments
- Functional adaptive behavior skills
- Normed/criterion references
- Behavior Rating Scale
Chapter 5: Student Evaluation and Assessment Procedures

Objective
To provide an overview of the assessment and evaluation processes used by School Social Workers.

School social workers use assessment to learn about students’ strengths and functioning within school, home, and community environments. As a systematic process of gathering information, assessment can be used to guide interventions, provide consultation to school staff and parents, and assist in the identification and planning for students. Various assessment methods school social workers use include interviews (student, parent, and staff); observations across home, school and community environments; record reviews; administration of questionnaires and rating scales; and sociometric techniques. School social workers use assessment to guide their own delivery of service and also to assist school assessment teams. Assessments need to be individualized and vary depending on the purpose for the assessment. School Social Workers need to use culturally sensitive assessment practices.

This section will further detail the assessment and evaluation processes of Social Developmental Study, Problem-Solving Consultation, Observations, Functional Behavior Assessments, Adaptive Behavior Assessment, Mental Health Screening and Standardized Assessments.

Social Developmental Study
The Individuals with Disabilities Education Act (IDEA) (34 C.F.R. § 300.24) identifies “preparing a social or developmental history regarding a child with a disability” as a key function of social work services in the schools. A Social Developmental Study is a comprehensive assessment process used by school social workers to obtain information about a student’s social, emotional and behavioral functioning within the context of school, home and community. It includes cultural, environmental and family influence on the student’s learning and behavior. A Social Developmental Study contributes valuable information to school assessment teams, staff, and parents in identifying student strengths and areas of need, developing interventions and positive behavior support plans, identifying eligibility for special services in school, and assisting the school social worker in identifying and connecting students and parents to needed community resources and counseling.

A Social Developmental Study gathers students’ information (past and present) regarding their social, emotional, behavioral, academic functioning and development across school, home, and community settings. Multiple sources are used to obtain information, including: interviews with parents, teachers, the student and others; observations of the student in multiple school settings and the home when possible; a review of school records; and, agency reports and evaluations. Information gathered through multiple sources should cover students’ developmental history, school history, family history, cultural influences, as well as current issues and concerns. Developmental histories include health history, birth and development history, interpersonal relationships, social play, emotional development, temperament, coping skills, problem solving skills, interests, activities, talents, adaptive behavior, self esteem, independence, self awareness and responsibilities. School history will include early learning experiences both in
and out of the home, day care, preschool, formal and informal learning experiences, parent and
teacher observation of student’s learning, behavior, social and emotional functioning in school
environments over time. Family history, cultural background and current issues will cover
current family structure and relationships, parenting patterns, family interests and activities,
stressors or areas of concern, history of present or past learning, social or emotional issues
within the family or extended family and cultural and religious influences.

Language history and the use of language other than English in the home should be explored.
A series of questions related to language should be incorporated for English Language Learning
students or those spending time in an environment where a language other than English is
Special Language Needs. Academic Communication Associates. The list of interview questions
provided through this resource is recommended by the Minnesota Department of Education
during the pre-referral process for a student being considered for special education evaluation.

The information about the family and student obtained through a Social Developmental Study is
summarized and reported within the comprehensive assessment report prepared by a school’s
assessment team. Parents, teachers, the student and others need to be informed of how the
information they have contributed to the Social Developmental Study will be reported and with
whom it will be shared. Some information may be too confidential to be included in an
assessment report for school records. Only information relevant to the student’s learning should
be included.

School social workers use their training and skills in interviewing and knowledge about
child development, families, mental health, behavior, schools and learning to guide them in
preparing each Social Developmental Study. See appendix for a sample of questions that may
be included. Each Social Developmental Study will be individualized to meet the needs of the
student being assessed.

Problem-Solving Consultation
Consultation in school social work is a process of collaborating with others in service of student
learning. The process is generally solution-focused and acknowledges the wisdom that the
consultee and the consultant offer in their work together.

School social workers serving as consultants can assume the following roles: “objective
observer/reflector, fact finder, process counselor, alternative identifier and linkage resource
person, trainer/educator/ informational expert (and) advocate (Gianesen, 2007, p. 180).” The
consultation can target school-wide issues or problems of individual students.

Often, before initiating a formal referral for assessment, teachers, parents, and administrators
contact school social workers to discuss concerns about a student, and decide what to do. The
purpose of these initial consultative contacts is to clearly identify and articulate the following:
• the problem (when the problem happens, how long the problem has been occurring, how
  often the problem happens, how others respond to the problem, etc.),
• the desired goal (what specifically will be happening when the problem is no longer a
  problem),
• specific criteria that can be used to determine when the goal is obtained,
• alternative courses of action to obtain the goal,
• intended and unintended consequences of each course of action
• plan with action steps and a timeline to obtain the desired goal, and
• method of assessing goal attainment.

References

For more information on consultation in school social work see the following resources:


Classroom Observation

School social workers often gather information regarding student behavior and performance in school settings by conducting observations. Observations may be conducted as part of a formal special education evaluation. In these cases, school social workers will most likely conduct a systematic observation. To complete a systematic observation, school social workers identify a presenting problem or target behavior prior to conducting a systematic observation.

During observation, school social workers collect data that assist in identifying the frequency, duration and intensity of a specific problem behavior. Data may include a count of how many times a particular behavior occurs during a certain time period, a comparison of a particular student’s behavior to a peer’s behavior or specific information regarding the duration of a target behavior, and length of time between episodes of the behavior.

School social workers may conduct more informal observations to become familiar with a particular student’s school performance within a particular teacher’s classroom. By conducting informal observations, social workers may be better able to assist classroom teachers in developing pre-referral interventions, assist parents in making appropriate referrals to community services, and gather valuable information about students with whom they work. (See appendix for various formats).

Functional Behavior Assessment (FBA)

Functional behavior assessment (FBA) and the development of student-specific positive behavior interventions is critical for providing appropriate specialized services for students with disabilities that demonstrate challenging behaviors in the school setting. Because each student has unique educational needs related to his or her disability, a school social worker is in a
unique position to assist the child’s team in understanding the function of the behavior and
guide the team in developing positive skill-building interventions for the child.

IDEA 2004 mandates that functional behavioral assessments be conducted on children with
disabilities in the following instances:
1) The child is removed from school for more than 10 days for behavior that is related to
their disability.
2) The child is removed from school for more than 10 days for a behavior that is not related
to their disability but the IEP team feels an FBA is needed.
3) The child is placed in an alternative setting for fewer than 45 days due to behavior
involving a dangerous weapon, illicit drug use, or inflicting serious bodily harm.

FBAs should also be conducted and Behavior Intervention Plans (BIP) created when developing
an IEP for a student whose behaviors are interfering with his or her learning or the learning of

The Minnesota criterion for the disability area of emotional and behavioral disorders currently
requires that an FBA be conducted as part of the determination process for eligibility for
emotional/behavioral disabilities (Minnesota Rules, part 3525.1329, subp. 3, item A (2007). Also,
according to Minnesota Rules, an FBA is required before a student's IEP team makes a
determination that conditional procedures should be in a student’s comprehensive behavior
intervention plan (Minnesota Rules, 3525.2710, subp. 4F). The Minnesota Rule that governs
behavioral interventions for students with disabilities states “The objective of any behavioral
intervention must be that pupils acquire appropriate behaviors and skills. It is critical that
behavioral intervention programs focus on skills acquisition rather than merely behavior
reduction or elimination. Behavioral intervention policies, programs, or procedures must be
designed to enable a pupil to benefit from an appropriate, individualized educational program as
well as develop skills to enable him or her to function as independently as possible in their
communities” (Minnesota Rule 3525.0850).

Mental Health Screening
A school social worker may be called upon to conduct mental health screening activities as part
of a comprehensive evaluation of a child for an emotional or behavioral disability (Minn. Rule
3528.1329) or as a result of numerous school suspensions (Minn. Stat. § 121A.45, subd. 3).

Definition of Mental Health Screening
Mental health screening is a brief, culturally sensitive process designed to identify children and
adolescents who may be at risk of having impaired mental health functioning that warrants
immediate attention, intervention or referral for diagnostic assessment. The primary purpose
for screening is to identify the need for further assessment using valid, reliable screening
instruments.

Why Early Detection of Emotional and Behavioral Problems Is Important
A growing body of research has shown that early identification, assessment and intervention for
emotional and behavioral problems for young children through adolescence can help prevent
more serious problems, such as educational failure, substance abuse, involvement in the
criminal justice system or suicide.
Early intervention can help reduce the significant impacts that children and adolescents with serious mental health problems may experience. Early intervention can also benefit children and youth with less serious problems by providing appropriate support and treatment before these conditions worsen. Screening is the first step in early intervention, recognizing emotional and behavioral problems and providing help at an early and effective point. If problems are detected, further assessment and evaluation can determine the appropriate care and services needed.

**Principles and Standards for Mental Health Screening Activities**
The early detection of emotional and behavioral disorders screening activities must adhere to standards and principles in whatever setting screening occurs.

- Screening must be voluntary, and parental consent obtained with clear procedures for notifying parents of the screening to be conducted and of the results.
- Screening instruments used must be shown to be both valid and reliable in identifying children in need of further assessment.
- Any person conducting screening must be qualified and appropriately trained.
- Screening must take into consideration the cultural background of a family and must be age-appropriate for the child or youth.
- Screening must never be used to make a diagnosis or to label children.
- If problems are detected, screening must be followed by an appropriate assessment, conducted by trained personnel, with linkage provided to appropriate services and supports.
- Always, confidentiality must be ensured.

**Emotional or Behavioral Disorders Evaluation**
The evaluation findings must be supported by current or existing data from:

1. clinically significant scores on standardized, nationally normed behavior rating scales;
2. individually administered, standardized, nationally normed tests of intellectual ability and academic achievement;
3. three systematic observations in the classroom or other learning environment;
4. record review;
5. interviews with parent, pupil, and teacher;
6. health history review procedures;
7. a mental health screening; and
8. functional behavioral assessment.

The evaluation may include data from vocational skills measures; personality measures; self-report scales; adaptive behavior rating scales; communication measures; diagnostic assessment and mental health evaluation reviews; environmental, socio-cultural, and ethnic information reviews; gross and fine motor and sensory motor measures; or chemical health assessments. (Minnesota Rules, 3525.1329, subpt 3A (2007)).

**Pupil Fair Dismissal Act**
For information regarding suspension and expulsion policies in Minnesota: [Minnesota Department of Education Q & A: Pupil Fair Dismissal Act](#)

**Mental Health screening as part an Evaluation for an Emotional or Behavioral Disorder**
A mental health screening, in the context of the EBD criteria, refers to an analysis of the data collected during a comprehensive evaluation that establishes that the student has a pattern of emotional or behavioral responses, withdrawal or anxiety, depression, problems with mood, or feelings of self-worth; disordered thought processes with unusual behavior patterns and atypical communication styles; or aggression, hyperactivity or impulsivity.

These problems must adversely affect educational or developmental performance, including intrapersonal, academic, vocational or social skills; be significantly different from appropriate age, cultural, or ethnic norms; and signify that the student has an established pattern of behavior for the purposes of referring a student for further evaluation of mental health needs among students evaluated for EBD eligibility. This is important especially in cases where the student may need a related service to benefit from special education instruction. A mental health screening is not a specific instrument or tool, nor is it as extensive as a formal mental health assessment done for purposes of establishing a mental health diagnosis. Definitions of mental health that appear in other parts of health or human service sections of Minnesota or federal law do not apply to this rule.

The mental health screening information is gathered from existing data such as the behavior rating scales, social developmental history, interviews and observations. Information gathered during an evaluation for EBD may suggest a possible mental health need for which further evaluation is indicated and the student’s family may choose to seek further assessment from an appropriately licensed mental health professional or contact other agencies for coordinating interagency services. If information about a coexisting mental health is confirmed, the IEP team should consider school-based related services to meet that student's need and help the student to benefit from his or her special education services. Whether the IEP team needs to procure the assessment, or instead recommend that the family obtain one, hinges on whether the IEP team needs the assessment to provide special education and related services to the student.

**Standardized Assessments**

Standardized assessment tools are often used in schools by school social workers and other school personnel. Standardized academic achievement assessments are commonly administered by special education teachers to determine a student’s level of knowledge in reading, writing, and math. Standardized aptitude assessments are generally administered by the school psychologist to determine a student’s ability to learn. School social workers often administer standardized measures to assess adaptive behavior, functional behavior, and social skills (LeCroy & Okamoto, 2002).

There are two main criteria that distinguish standardized assessments from non-standardized assessments (Jordan & Franklin, 2016): 1) Standardized assessments have “uniform administration and scoring procedures” (p. 83); and 2) they are based on established norms. Standardized assessments are evaluated according to reliability and validity. An assessment is considered reliable when it produces consistent measurement of a phenomenon over repeated uses. To assess reliability of a standardized measure, social workers should consider the reliability coefficient and choose a measure with the highest reliability (closest to 1.00). Assessments are considered valid when they actually measure what they claim to measure. Social workers should continually ask for an assessment tool “What and for whom is it valid?”
Validity can be assessed by examining a specific measure’s validity studies.

Standardized assessment measures can be useful for their efficiency and their ease of scoring and interpretation, however it is important to remember that standardized assessments have limitations. They may not have been normed on culturally diverse populations, only assess one or two aspects of a student, and focus on problems instead of strengths. Assessment should always be customized based on the individual needs of the students. (Jordan & Franklin, 2016)

References


### Functional/Adaptive Behavior Skills

To substantiate the determination that a student has a Developmental Cognitive Delay or otherwise determine a student’s adaptive functioning, social workers may conduct a functional adaptive behavior evaluation. This type of evaluation requires that a school social worker meet with a parent or guardian to gather information regarding their child’s ability to complete a variety of functional tasks successfully. Some examples of adaptive functional tasks include a student’s ability to engage in self care, understand the concept of money or time, or engage in household chores. There are several standardized instruments that are utilized by school districts to determine a level of functional adaptive functioning (Scales of Independent Behavior, Revised, Adaptive Behavior System II, Vineland). Results from functional adaptive testing are interpreted by the evaluator to determine level of support needed in each the 7 domains of adaptive behavior identified by the Minnesota Department of Education and need to be listed. Once these results are interpreted, they are utilized to determine eligibility for special education services and the development of IEP goals and objectives.

Click on this link to access the DCD manual “Promising Practices for the Identification of Students with Developmental Disabilities” the manual contains a grid of nationally normed, technically adequate measures of adaptive behavior.

### Normed/Criterion References Behavior Rating Scale

School social workers have many tools available to determine if a child’s mental health concerns meet criteria for further assessment. In general, school social workers should consult with parents prior to screening, discuss results of screening with parents and assist parents in linking to community-based services.

There are several assessment tools that gather information from a variety of sources and gather several types of information depending upon the situation. School social workers have a number of Normed/Criterion Referenced Behavior Rating Scales from which to choose from (see Appendix).
Chapter 6

School Social Work Services

This chapter includes

● Individual Services
  ○ Attendance
  ○ Behavior intervention plans
  ○ Cognitive behavioral intervention
  ○ Crisis intervention
  ○ Individual counseling
  ○ Suicide intervention

● Group Services
  ○ Classroom presentations
  ○ Group counseling

● School wide services
  ○ Inservice training
  ○ Bullying prevention
  ○ Conflict resolution
  ○ Discipline policies
○ Dropout prevention
○ Multi-tiered systems of support
○ Peer mediation
○ Positive Behavior Intervention and Supports (PBIS)
○ Positive school climate
○ Pre-assessment team
○ Respect for diversity
○ Screening
○ Social Emotional Learning (SEL)
○ Substance abuse prevention
○ Violence prevention and risk assessment
○ Trauma informed schools

● Family Services
  ○ Conferences
  ○ Family engagement programs
  ○ Grandparents
  ○ Homework and academic assistance
  ○ Home visits
  ○ Services to homeless families
  ○ Services to immigrant families

● Community services
  ○ Child welfare
  ○ Juvenile justice
- Effective referrals
- Collaboration with community based services
- Resource mapping
- Assessing outcomes of school social work practice
Chapter 6: School Social Work Services

Objective
To identify best practice intervention strategies utilized by school social workers to remove barriers that prevent students from receiving optimal benefit from educational opportunities.

Individual Services

Attendance

Introduction
Students must be in attendance at school in order to learn. School social workers are well-suited to address truancy issues. School social workers are skilled in identifying barriers to school attendance and working with family systems and community agencies to collaboratively problem solve these barriers.

Rationale
Chronic absenteeism may prevent children from reaching early learning milestones. According to the Minnesota Department of Education, in 2015, 13 percent of 1st-12th grade students were chronically absent from school, meaning they missed more than 10 percent of school days. Children who are chronically absent in preschool, kindergarten, and first grade are much less likely to read at grade level by the third grade. Students who cannot read at grade level by the end of third grade are four times more likely than proficient readers to drop out of high school. (MDE: https://mn.gov/mmb/results-for-children/supporting-indicators/learning-environments/chronic-absenteeism.jsp)

Irregular attendance can be a better predictor of whether students will drop out before graduation than test scores. A study of public school students in Utah found that an incidence of chronic absenteeism in even a single year between 8th and 12th grade was associated with a seven-fold increase in the likelihood of dropping out (University of Utah, 2012).

Frequent absences from school can shape adulthood. High school dropout, which chronically absent students are more likely to experience, has been linked to poor outcomes later in life, from poverty and diminished health to involvement in the criminal justice system (U.S. Department of Education: https://www2.ed.gov/datastory/chronicabsenteeism.html#two)

Determining When to Use This Intervention
In Minnesota students between the ages of 7 and 16 must attend school. “A child is considered a ‘habitual truant’ if she or he is under the age of 16 years and is absent from attendance at school without lawful excuse for seven school days or for one or more class periods on seven school days. Children ages 16 and 17 will be considered truant if they have not lawfully withdrawn from school with their parents’ permission” (See Minn. Stat. 120A.22 subd 5A; Minn. Stat. 260A, Minn. Stat 260C.007 subd 19). County attorneys interpret statutes on education in different ways, so specific enforcement varies from one county to another. School social workers need to understand attendance and truancy procedures for the county and school district where they work.
**Key Elements of Successful Programs**

Chronic student absenteeism has multiple contributing factors, including family mobility, mental health issues, poor communication between home and school, and weak student-teacher relationships (Blazer, 2011; Chang & Romero, 2008; Sugrue et al., 2016). As with other student concerns, intervention must follow a systematic assessment to identify the problems that are interfering with student attendance and the development of a plan to address those issues (Kim & Streeter, 2006). Punitive programs do not appear successful, in and of themselves, but a collaboration of community and legal agencies that provide predictable consequences, parent involvement, rewards student’s attendance and provides needed social services to students and families, has shown success (Baker et al, 2001; Dupper, 2003). Intervention must be multi-modal, addressing school issues that alienate students, family conditions that discourage attendance and student issues that get in the way of school participation (Kim & Streeter, 2006).

**References**


Minnesota Compulsory Instruction, 2019. https://www.revisor.mn.gov/statutes/cite/120A.22


Behavior Intervention Plans

Introduction
School social workers often are integrally involved in developing Behavior Intervention Plans (BIPs). BIPs are documented specific plans that describe interventions developed to address goals for social, emotional, and behavioral development in the IEP process.

Rationale
Functional Behavior Assessments (FBAs) and BIPs were first mandated in IDEA 1997 and reauthorized in 2004 to provide safeguards for students with behavioral disabilities (Kelly et al., 2016). The purpose is to assess behavior problems and determine the purpose that these inappropriate behaviors serve in meeting needs, so as to identify more acceptable behaviors the student can use instead. By identifying the purpose of problematic behaviors, the multidisciplinary team can provide direct and indirect services to the student that enhance his or her chances of success.

Determining When to Use This Intervention
BIPs can be used whenever a student’s behavior causes difficulties in the school setting as part of the holistic assessment. Performing an FBA and developing a BIP are mandated by IDEA whenever a student is identified as having emotional/behavioral disabilities that might lead to a suspension or expulsion from school.

Key Elements of Successful Programs
BIPs are developed by multidisciplinary IEP teams following a careful, functional behavioral assessment that determines the antecedents, specific descriptions of problem behaviors, consequences or rewards of the behaviors, and the possible functions the behaviors serve for the student. BIPs have clearly developed goals and objectives that are described in measurable terms and describe desirable behaviors that might substitute for the undesirable
behaviors targeted for change. The BIP should list strategies to increase positive behavior and decrease negative behavior (including planned discipline, if any) as well as strategies for generalizing the behavior changes. The BIP also lists the ways the behavior plan will be monitored, including the frequency and timing of data collection regarding the behavior in question and the way information will be communicated to parents and others. Progress in meeting goals is used to monitor the plan, and if sufficient progress is not made, the BIP should be changed to reflect new information (Kelly et al., 2016).

References


Literature Reference Models and Websites

Special Education Service Agency: Behavioral Strategies

Practical Functional Behavioral Assessment Training Manual for School-Based Personnel: PBIS.org

Resource: Practical Functional Behavioral Assessment Training Manual for School-Based Personnel

National Center on Intensive Intervention: Behavior Strategies to Support Intensifying Interventions

NASP: State Laws for Functional Behavioral Assessments and Behavior Intervention Plans

Cognitive Behavioral Interventions

Introduction

Cognitive-behavioral interventions teach students strategies for managing thoughts and feelings that interfere with functioning. These interventions are based on the premise that thinking, behavior and emotions are inexorably linked; changes in one will lead to attending changes in the others. Social workers have the skills to provide cognitive-behavioral interventions in addressing student needs. There are a number of related techniques that fall under the rubric of cognitive-behavioral interventions and have been shown to be effective in treating many school-based problems.

Rationale

For students with the cognitive ability to examine their thinking, cognitive-behavioral interventions strategies have been well documented as effective in helping individual students change (Dupper, 2002; Chiu et al., 2013; Tomb & Hunter, 2006; Tracy & Usaj, 2007). Based on the assumption that thoughts, emotions and behavior are linked together, cognitive-behavioral interventions seek to help students change their thinking about themselves or their problems in order to change the accompanying emotional states and behaviors.
**Determining When to Use This Intervention**

Cognitive-behavioral interventions are often effective for students with the cognitive ability to examine their thinking. They have been used effectively to help children with conduct disorder (Springer & Lynch, 2006), Oppositional Defiant Disorder (Linseisen, 2006), anxiety disorders (Tomb & Hunter, 2006), social problem-solving (Dupper, 2003; Tracy & Usaj, 2007), and depression (Corcoran & Hanvey-Phillips, 2006).

**Key Elements of Successful Programs**

A careful assessment of student needs and identification of goals precedes any ongoing work with the student. The use of Cognitive Behavior Technique should be flexible, sensitive and developmentally appropriate (Tomb & Hunter, 2006). After determining treatment goals, an individualized treatment plan is developed to address student needs. Cognitive behavioral techniques include self-instruction, modeling, rehearsal, coaching, feedback, cognitive restructuring, managing negative self-talk, systematic desensitization, relaxation training, reframing negative situations into a more positive light, visualizing success, thought-stopping, analyzing the rationality of thoughts, role-playing and behavioral reinforcement (Dupper, 2003; Tomb & Hunter, 2006; Toseland & Rivas, 2005; Tracy & Usaj, 2007).

Typically, students are taught skills through direct instruction, modeling and role play during individual or group sessions. Students are then given homework assignments to provide opportunities to apply the newly-learned skills in the classroom or in interaction with others. Then the homework is reviewed in subsequent sessions, feedback is given and the skills are refined. Student progress should be monitored throughout the treatment to assure that the intervention program is successful.

**References**


Websites

Skillstreaming by Ellen McGinnis and Arnold Goldstein: Skillstreaming Home Page

Second Step: Second Step Program | Second Step

SAMHSA: Cognitive Behavior Therapy Part 1

Insight & Outlook: Functional Thinking Curriculum

Bounce Back: An Elementary School Intervention for Childhood Trauma

Cognitive Behavioral Intervention for Trauma in Schools: CBITS

Department of Veterans Affairs, South Central Mental Illness Research, Education, and Clinical Center (MIRECC): A Therapist’s Guide to Brief Cognitive Behavioral Therapy

Creating Opportunities for Personal Empowerment (COPE): Manuals & training resources for CBT in the classroom

Crisis Intervention

Introduction

Comprehensive school social work practice in the area of crisis intervention seeks to both prevent and respond to traumatic events and tragedies when they impact individuals or groups of students and/or the broader school community, whether those events occur internally or externally to the school environment. While school social work expertise is often sought for crisis counseling and support for students, school social workers are also vital collaborators who can partner with administrators and leaders to establish comprehensive school crisis response programs, protocols, and practices.

Rationale

The basic assumption of crisis work underscores that the crisis state is, “...a temporary state of upset and disorganization, characterized chiefly by an individual’s inability to cope with a particular situation using customary methods of problem solving, and by the potential for a radically positive or negative outcome” (Slaikeua, 1990, p. 15). As such, crisis work is brief in nature, often lasting only one or two sessions or until the immediate crisis has passed. Goals are generally limited to resolving the crisis and restoring a pre-crisis level of functioning while linking students to specific school or community-based interventions and supports if limitations in functioning persist.
**Determining When to Use This Intervention**

A crisis is a sudden, traumatizing life event that is perceived as extremely negative, generates feelings of helplessness, powerlessness, and/or entrapment, and may occur suddenly, unexpectedly, and without warning (NASP, 2016). Crisis events could include acts of war and/or terrorism, violent and/or unexpected death, threatened death and/or injury, human-caused disasters, natural disasters, and severe (nonfatal) illness or injury that overwhmles usual coping mechanisms (NASP, 2016). While understanding the various types of crisis events are important, the crisis event itself should not drive if or when the school crisis response interventions are employed. Instead, school social workers should rely on screening and assessment information to determine the level of crisis impact to drive interventions and match students to support via Universal/Tier 1, Targeted/Tier 2, or Intensive/Tier 3 as appropriate.

**Key Elements of Successful Programs**

Comprehensive crisis interventions in schools will ensure that school- and district-level decisions have been made in the following nine areas (UCLA, 2016):

1. **Scope of events.** Decisions and mapping in the crisis response system that included procedures for any of the following:
   - Crises that affect smaller segments of the student body
   - Crises experienced by individual students (e.g., drug overdose, suicide attempt)
   - Community events that produce strong reactions among students at school
   - Planning responses (e.g. psychological support) for helping (treating/referring) traumatized students (staff?) in the days and weeks following an event
   - Preventive procedures

2. **Crisis criteria.** When should an event be seen as requiring a crisis response?

3. **Who needs aftermath help?**

4. **Types of responses**
   - Communication
   - Direction and coordination
   - Health and safety

   1. Providing for language and cultural differences
   2. Which school staff respond to crises?
   3. Other district and community resources
   4. Crisis debriefing
   5. Inservice training

Preparation and planning for the physical and psychological safety in advance of a school crisis can improve our ability to affirm the safety of our students and appropriately triage and respond to students social/emotional/behavioral needs. When specifically considering the crisis counseling and support school social workers will provide for Targeted/Tier 2 groups of students or Intensive/Tier 3 individual supports, school social workers approach the work understanding that the crisis state is not permanent and that restoration to equilibrium and previous levels of functioning are expected outcomes following intervention. Utilizing strengths and focusing on solutions to foster resilience, school social workers initiate the short-term nature work of crisis work by limiting goals to support the student(s) in resolving the crisis situation and might be more direct with the student than under other circumstances (Gilliland & James, 2017).
The overarching goal of crisis intervention and support within MTSS structures for school social workers is to reaffirm the health and safety for students and the school community. Physical and psychological safety can be addressed within the overarching goal that the student and school are safe from injury and further harm following these phases of school social work intervention and support (NASP, 2016):

1. Recognize the importance of adult reactions and behaviors
2. Minimize crisis exposure
3. Reuniting/locating caregivers and significant others
4. Providing facts and adaptive interpretations
5. Returning students to a safe school environment
6. Providing opportunities to take actions

Following these phases of support, the school social worker supports efforts for the student to become as objective as possible in examining their experience and perceptions of the crisis situation, to identify their emotional responses, and to find and utilize their preferred coping mechanisms. School social workers will help build coping mechanisms when necessary and will also support the student to explore ways to resolve the crisis. While recovery is the norm, understandably not all individuals will be affected equally by the crisis and student outcomes following crisis intervention and support will vary. Therefore, school social workers progress monitoring students' response to crisis intervention and support may result in linking the student to additional school- or community-based resources and support.

Crisis intervention is strengths-oriented and the school social worker identifies typical coping strategies that the student can draw on to help resolve the crisis. While the primary goal is to restore the student to his or her level of functioning before the crisis, it may also be possible to help the student gain some insight into factors that may have contributed to the development of the crisis (Gilliland & James, 2017).

References


are


Literature, Reference Models, and Websites

Center for Mental Health in Schools at UCLA: Responding to a Crisis at School

Minnesota Department of Education (MDE): Responding to a Trauma and Tragedy
Homeland Security and Emergency Management, A Division of the Minnesota Department of Public Safety: Minnesota School Safety Center

Office for Victims of Crime (OVC): School Crisis Response Initiative

National Association of School Psychologist (NASP): Prevent, Reaffirm, Evaluate, Provide and Respond, Examine (PREPaRE)

National Center for School Crisis and Bereavement: National Center for School Crisis and Bereavement

National Child Traumatic Stress Network: Psychological First Aid (PFA)

National Child Traumatic Stress Network: Skills for Psychological Recovery (SPR)

National Education Association (NEA): School Crisis Guide

Readiness and Emergency Management for Schools: Readiness and Emergency Management for Schools (REMS) Technical Assistance Center

School Social Work Association of America: Crisis Response in Schools

School Social Work Association of America: Crisis Response & Intervention: Responding to Tragedy

Substance Abuse and Mental Health Services Administration (SAMHSA): National Guidelines for Behavioral Health Crisis, Best Practice Toolkit


Helping Kids Grieve: Coalition to Support Grieving Students: Home Page

Roberts’ Seven Stage Crisis Intervention Model: [PDF] The Seven-Stage Crisis Intervention Model: A Road Map to Goal Attainment, Problem Solving, and Crisis Resolution

Crisis Prevention Institute: Crisis Prevention Institute (CPI Training) | CPI


Individual Counseling

Introduction
Social work with students is based on an ecological model in which students are viewed within the context of classroom, school, family and peers. Therefore, it is quite rare for social work intervention to address the student only, as (Constable & Walberg, 2006) note it

...would be ineffective to work with the child without working with the teacher who can influence the school environment, and the parents who can influence the home environment. It is important to begin with environmental changes, for... these can have the most rapid results. When changes in the child’s real environments take place, the social worker can assist the child to change correspondingly (p. 464).

Individual work with students in a school setting, then, is only a part of the process of helping students change and will generally be accompanied by support and consultation provided to the teacher and family as well.

Rationale
All social work practice follows a pattern of engagement, assessment, goal setting, determining appropriate interventions to accomplish the goals, monitoring the effectiveness of the intervention and termination. When school social workers provide counseling to individual students, they must do so within this context.

Determining When to Use This Intervention
A careful assessment of student needs and the identification of goals precedes any ongoing work with the student. Sometimes, a complete assessment of a student is provided by IEP teams, physicians or therapists from other agencies, or by a social worker who has worked with the student in other settings. In these situations, the school social worker should become familiar with the recommendations of others, as well as assess student needs within the context of the school setting. In other situations, the school social worker might be a member of a school-based team conducting an assessment on the student. This thorough assessment leads to the development of goals and objectives that the worker and student would work on together. Treatment goals should be related to problems that occur in the school setting or that interfere with a student’s ability to learn. School social workers are charged with determining educational needs and the services necessary to meet those needs, using IDEA categories. Sometimes, however, diagnoses are available to the social worker as an additional aid in developing appropriate intervention strategies.

Key Elements of Successful Programs
Once goals and objectives have been determined, interventions are selected to help the student accomplish his or her individually determined goals. When it is determined that a student can benefit from individual counseling, the school social worker would meet individually with the student according to a schedule determined to meet the goals. Interventions should reflect standard practices for treating the student’s problems. In other words, school social workers should use evidence-based practices, those interventions that have been carefully researched and found to be effective, whenever possible to help resolve student problems.

Ongoing monitoring of progress towards goals involves tracking markers of success. These markers may be counts of inappropriate behaviors to be changed (such as classroom outbursts or school detentions), the reduction of symptoms of mental illness (such as symptoms of obsessive-compulsive disorder or bipolar disorder), grades, school attendance, or rapid assessment instruments that can identify difficulties in the student’s life (such as self-esteem and attitudes
towards others). The school social worker should keep records of sessions with individual students that include records of contacts, services provided and documentation of progress. Records should not contain unnecessary information that is not relevant or might be misinterpreted (Cuevas, 2006).

The termination process should ideally be based on attainment of goals identified in the assessment phase, but it is often determined by situational factors such as the student’s move to a new school. In either event, termination should be a planned process in which the student and school social worker reflect on progress toward goals and plan strategies to maintain the growth that has occurred during the individual counseling.

References


Literature, References, and Websites


Suicide Prevention

Introduction
Comprehensive school social work practice in the area of suicide prevention seeks to ensure student safety by promoting and providing services within a multi-tiered system (MTSS) of support that includes universal prevention, screening, and targeted or intensive interventions in response to student risk assessments. While school social work expertise is often sought for screening students for depression or assessing students’ risk of suicide, school social workers are also vital collaborators who can build out comprehensive school programs and practices to prevent suicide.

Rationale
According to the National Center for Health Statistics and the Centers for Disease Control and Prevention suicide is the second leading cause of death among older adolescents, ages 15-24
(2017). Approximately 17% of high school students have seriously considered attempting suicide (Child Trends, 2017). The risk is greatest for students who suffer from depression. Students who are LGBTQ+ contemplate suicide at almost three times the rate of heterosexual youth. Furthermore, Students who are LGBTQ+ almost five times as likely to have attempted suicide and LGBTQ+ youth suicide attempts were almost five times as likely to require medical treatment than heterosexual youth.

**Determining When to Use This Intervention**

Comprehensive school social work practice for suicide prevention incorporates the practices of prevention, crisis response, and postvention within the MTSS framework. Utilizing a needs assessment with local data (i.e. student engagement and crisis trends, Minnesota Student Survey Data, etc.) can be an effective first step in determining the need for implementation of Universal/Tier 1 suicide prevention programs or practices and the effectiveness of the Universal/Tier 1 prevention strategy once in place. Intimately tied to ongoing progress monitoring of Universal/Tier 1 prevention programs and practices, universal screening can also serve as a component of data-based decision-making when responding to individual student safety concerns. Finally, it is critically important that the school social worker is knowledgeable and incorporates appropriate postvention practices in instances that the school community is impacted by a student death by suicide.

**Key Elements of Successful Programs**

Risk assessment is a critical component of ensuring individual student safety and safety in the school population in response to self-injurious behavior, suicide ideation, and suicide attempt. Components of effective risk assessment will include universal screening data, a clinical interview, collateral reports, and other standardized measures to ensure the student is matched to the appropriate school- or community-based intervention support as needed (Raines & Ochocki, 2019).

School social workers are often asked to complete a risk assessment when students are thought to be at risk of suicide. General warning signs of suicide include depression, a recent or sudden loss, personality changes, bullying, a lack of social support, verbal or written suicide threats, expressions of hopelessness, lack of interest in the future, giving away prized possessions, previous suicide attempts, the presence of a weapon, alcohol or substance abuse and sleep disturbances have been found to be risk factors associated with suicide attempts (Kaslow, 2014). However, when specifically considering youth, warning signs for this segment of the population include the following (SAVE, 2018):

1. Talking about or making plans for suicide
2. Expressing hopelessness about the future
3. Displaying severe/overwhelming emotional pain or distress
4. Showing worrisome behavioral cues or marked changes in behavior, particularly in the presence of the warning signs above. Specifically, this includes significant:
   a. Withdrawal from or changing in social connections/situation..
   b. Changes in sleep (increased or decreased).
   c. Anger or hostility that seems out of character or out of context.
   d. Recent increased agitation or irritability.

When conducting the risk assessment, the school social worker’s clinical interview should include asking the student directly if he or she is considering suicide, determining if the student has developed a plan to carry out the suicide, assessing the degree to which the student has set the plan in motion and considers the lethality of the plan. Considering the self-regulation and other
developmental factors of youth, it is best to err on the side of caution with such students and if there appears to be genuine risk of self-harm, the risk of self-harm overrides confidentiality. The school social worker should work collaboratively with a multi-disciplinary team with knowledge of the student to assess risk and contact the student’s parent or guardian to assist the family in obtaining an emergency psychiatric evaluation when necessary.

Importantly, a suicidal student should not be left alone. If when conducting a risk assessment a school social worker must leave the student to make arrangements for an emergency evaluation or to contact parents, another school staff should stay with the student (Sheafor & Horesji, 2006). Following a referral for community-based psychiatric evaluation, the school social worker should check back with the student and family to be certain that the immediate danger of self-harm has passed, to ensure safety planning and supports are in place in the school-setting, and that plans to support the student are communicated with the multidisciplinary team as is educationally appropriate.

When the school community is impacted by a student’s death by suicide, careful attention and implementation of postvention practices help support the individual and group (i.e. students, staff, etc.) grief associated with the loss, reduce the negative impact caused by exposure to suicide, and help prevent further suicide for high risk students is imperative (Raines & Ochocki, 2019). A comprehensive toolkit to support educators and schools in postvention practices has been created in collaboration by the Suicide Prevention Resource Center, Education Development Center, and American Foundation for Suicide Prevention Society and is included in the resources section.

**Future Trends**
A recent school-based suicide prevention strategy gaining traction is related to adding suicide prevention hotline numbers to issued student IDs in K-12 and higher education. This is now a mandate in a number of states, including neighboring Wisconsin. The Wisconsin bill instructs that institutions “shall include on each identification card issued to a student the telephone number for the National Suicide Prevention Lifeline or one of its affiliate crisis centers or, if the National Suicide Prevention Lifeline ceases operations, another national network of local crisis centers that provides free and confidential emotional support to individuals in suicidal crisis or emotional distress 24 hours a day and 7 days a week.” While this is not a law in Minnesota, school social workers could advocate for this prevention strategy to be put into practice with their local education agency (LEA).

**References**


**Websites**

Action Alliance for Suicide Prevention: Framework

Beck Depression Inventory: https://www.ismanet.org/doctoryourspirit/pdfs/Beck-Depression-Inventory-BDI.pdf

Children’s Depression Inventory: CDI 2 Children’s Depression Inventory 2

Minnesota Department of Education: Preventing Suicide in Schools

Minnesota Department of Health: Suicide Prevention Plan

Minnesota Department of Health: Suicide Prevention for Schools

MSSWA Suicide Prevention Train the Trainer: MSSWA Suicide Awareness & Prevention


Suicide Awareness Voices of Education: SAVE: Suicide Prevention, Information, and Awareness
Classroom Presentations

Introduction
Classroom presentations are a method in which a school social worker conducts social emotional learning sessions with an entire classroom of students. A classroom teacher may request the expertise of a school social worker for intervention with an entire class around social emotional issues of concern such as bullying or grief and loss. While this is not a primarily academic intervention, it assists the class in addressing the social emotional issues that interfere with academic achievement.

Rationale
School social workers have specialized group work skills that prepare them to provide classroom presentations. Topics included in the scope of practice for a school social worker may include social emotional development, character education, bullying and racial or sexual harassment. Research shows that if a school addresses the social emotional needs of students, both classroom climates and academic outcomes are improved. Oftentimes, classroom lessons around social emotional topics will help build classroom community and teach prosocial behaviors to students. If a student experiences this sense of community and is attached to school, he or she may do better academically and will be less likely to drop out of school.

A classroom presentation is an excellent way for the school social worker and classroom teacher to engage in collaboration and model cooperation, sharing and problem-solving for students. Classroom presentations are a proactive way for the entire class to benefit from the services of a school social worker. If a school social worker engages in classroom presentations, he or she becomes more visible to students which may increase the likelihood that students may self-refer in times of need.

Determining When to Use This Intervention
A classroom presentation is an effective method to utilize when an issue that affects the entire class becomes apparent. It is appropriate to offer a classroom presentation when the teacher is open to teaming with the social worker in order to implement creative ways of addressing the issue. At times of a school crisis, a classroom presentation that shares pertinent information is often an effective way to decrease stress and rumors related to the event. Classroom presentations are also a high-quality way to present racial or sexual harassment policy to students.

**Key Elements of Successful Programs**
Teaming between the school social worker and the classroom teacher is essential when utilizing classroom presentations. School social workers may prepare a classroom presentation, but it will be more effective when it is delivered by both professionals. Oftentimes, the classroom teacher has a strong relationship with the students and possesses the ability to carry on with the lesson throughout the school day. In order for the school social workers presentation to be more effective, the classroom teacher should utilize methods to reinforce the lesson throughout the school day. In order to provide quality classroom presentations, school social workers must possess knowledge and familiarity with the program they are using and develop a level of expertise in the area. Social workers should assess the reason they have been asked to become involved and be aware of expectations of the teacher or administrator for outcomes of their presentations. An effective school social worker will review pertinent research and discover best practice methods to address the issue.

When providing a classroom presentation, it is of utmost importance to ensure the material is presented with consideration of the audience. The school social worker will make certain that material is presented at the correct developmental stages of the students.

**Examples of Models, Resources, and Programs**

Yale Center for Emotional Intelligence: RULER — Yale Center for Emotional Intelligence

Second Step: [Second Step Program](https://secondstep.org/)

CASEL list of Classroom SEL programs: [https://casel.org/in-the-classroom/](https://casel.org/in-the-classroom/)

**Websites**

The Collaborative for Academic, Social and Emotional Learning: [www.casel.org](http://www.casel.org)

**Group Counseling**

**Introduction**
Group work is frequently utilized by school social workers as an effective way to build rapport with students, provide social skills instruction and offer support for students. Problems such as lack of peer relationships, substance abuse, grief and loss, trauma or mental health issues may be addressed through the facilitation of student groups. Group membership may end the isolation and lack of understanding that many students experience because they begin to interact with students with similar issues.

**Rationale**
Groups are an effective way to assist isolated students in developing relationships with other students and allowing students to benefit from the support of peers. Facilitating social skills or therapeutic groups is both an efficient and cost-effective way for the school social worker to work with students in need.

**Determining When to Use This Intervention**
School social workers may provide a support group that is specific to a certain topic. Examples of specific topics often addressed in a support group include anger management, friendship, grief and loss, chemical dependency and family change. Often, student groups will focus on more general social skills. The school social worker will engage in direct teaching of social skills, providing students with an opportunity to practice skills and discuss strategies they may attempt to use in a variety of social situations. When facilitating a group, the school social worker will need to decide if the group will be an ongoing, open-ended group or a time-limited group.

**Key Elements of Successful Programs**
In order to successfully facilitate a therapeutic group, the school social worker must have a thorough understanding of the group process and group stages. The facilitator should make efforts to select group members that will be compatible. Group ground rules for the functioning of the group should be discussed and agreed upon by all members of a group during the initial meetings. The school social worker should ensure that all members of the group understand its purpose and why they were chosen as a participant. Confidentiality must be discussed, understood and agreed upon by all members. If the group is designed to improve a specific skill, efforts should be made to assist the student to generalize skills learned to use in the larger school environment. One way to do this is to inform the classroom teacher of the group’s purpose, within the limits of confidentiality. If school staff is aware of a group’s purpose, they may be able to reinforce group lessons throughout the school day in the larger school environment. Informing the classroom teacher of the purpose and why the student is involved in the group is an effective way to solicit their support in excusing the student from class for group sessions.

**References**


**Examples of Models, Resources, and Programs**


In-Service Training

Introduction
According to Standard 10 of the NASW Standards for School Social Work Services, school social workers shall develop and provide training and educational programs that address the goals and mission of the educational institution. Training and educational programs may include various activities, such as school social workers providing learning experiences for school district staff, parents, community members, or social work colleagues.

Rationale
School social workers have knowledge and expertise in identifying and addressing the barriers to learning. School social workers may utilize this expertise by sharing knowledge with the broader school community. If educators understand barriers to learning better, they are empowered to work collaboratively with school social workers to address student needs and foster academic progress. School social workers should explore opportunities to share their successful practices and methods utilized with school social work colleagues. Professional conferences and workshops targeting school social workers are a forum for this opportunity.

Determining When to Use This Intervention
This intervention may be appropriate to utilize when the school social worker has expertise that can be shared with other licensed staff to meet a licensure renewal requirement. For example, in Minnesota staff licensed by the Professional Educator Licensing and Standards Board (PELSB) is required to have clock hours in Understanding Warning Signs of Mental Health Disorders, Positive Behavioral Interventions, and Suicide Prevention. School social workers possess knowledge and expertise in these areas and are able to share this information with other school staff.

Staff development, led by the school social worker, may be a way to share information relevant to a building-wide need that has been identified by the administrator, building staff or students. MSSWA has developed a Suicide Awareness and Prevention training that can be utilized for professional development and meets MDE’s expectations (see Professional Educator Licensing and Standards) related to professional development. Other examples include, an in-service introducing Positive Behavioral Interventions and Supports may facilitate a school’s effort to address behavioral concerns in an effective way. School social workers possess knowledge about mandated reporting and county social services. Since all school staff are considered mandated reporters, it is pertinent that all receive accurate information about how and when to make a report of suspected abuse or neglect. School social workers are well poised to provide this information to staff school-wide.
Key Elements of Successful Programs
When providing in-service training to school staff, it is important that school social workers present information that will help educators develop a more in-depth understanding of the barriers to learning. Examples of barriers include children’s mental health disorders, poverty, abuse or other traumatic life events. This type of in-service training is able to provide educators with examples of interventions or methods of communicating with parents and students so the effect of the barriers is diminished. Whether providing training for parents, educators, or social work colleagues, it is vitally important the school social workers attempt to foster a sense of trust, respect and collaboration. When a building administrator actively supports and endorses the information shared by the school social worker, the training program will be more meaningful and utilized by others.

References


Examples of Models, Resources, and Programs
MSSWA Early Warning Signs of Mental Health Disorders: Online Training

MSSWA Suicide Prevention Train the Trainer: MSSWA Suicide Awareness & Prevention

National Association of Social Workers (NASW): Standards of Practice for School Social Work Services Booklet

Minnesota Professional Educator Licensing and Standards Board (PELSB): Professional Educator Licensing and Standards

PBIS: PBIS.org | Home

Websites
Minnesota School Social Workers’ Association: www.msswa.org

Council for Exceptional Children: www.cec.sped.org

School Social Work Association of America: www.sswaa.org

National Technical Assistance Center on Positive Behavior Intervention & Supports: www.pbis.org

Bullying Prevention

Introduction
Most students experience an incident of bullying in school at least once. In 2017, 20% of students aged 12-18 reported being bullied during the school year (National Center for Educational Statistics, 2019). School social workers intervene with the bully by providing social skills education, provide support to the victims of bullying and assist schools in implementing school-wide and community anti-bullying interventions. In April 2014, the Minnesota Legislature passed the Safe and Supportive Minnesota Schools Act to strengthen bullying prevention and intervention efforts in Minnesota schools. Read the full statute on the Office of the Revisor website.

Rationale
Bullying is a prevalent form of youth violence, particularly in school settings. In today’s schools, school social workers and most educators are aware of how bullying affects the social and emotional health of students, the students’ ability to focus on academic achievement, and the students’ desire to attend school. As bullying in schools typically takes place in unstructured settings such as the cafeteria, hallways, and playground during recess, it is paramount that the school social worker assist in training all school personnel in recognizing and mitigating bullying.

Determining When to Use This Intervention
Often a specific incident that affects an entire classroom or an entire school will motivate school staff to investigate bullying interventions. Sometimes unhappy student victims and/or their unhappy parents will ask for help. Teachers and/or principals who observe growing behavior referrals for bullying may choose to initiate anti-bullying interventions.

According to Safe and Supportive Minnesota Schools Act (2014), bullying is characterized by intimidating, threatening, abusive, or harming conduct that is objectively offensive and: There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

Key Elements of Successful Programs
Successful anti-bullying programs have the following key elements:

- School-wide program implementation
- Prevention interventions with all students
- Identification of ways to express emotions healthfully
- Education on replacement behaviors to bullying
- Work with victims of bullying
- Family and community involvement
- Building staff acceptance and “buy in” of the program
- Awareness that change in behavior will take time and persistence
Helpful tools and examples of anti-bullying interventions can be found in Chapter 42, Bullying, *The school services sourcebook: a guide for school-based professionals*, 2006.

**References**


**Examples of Models, Resources, and Programs**


Owleus Bullying Prevention Program: https://olweus.sites.clemson.edu/

Positive Behavioral Interventions and Supports (PBIS) Bullying Interventions: https://www.pbis.org/topics/bullying-prevention

Restorative Practices and Bullying Prevention: https://www.stopbullying.gov/blog/2016/03/02/restorative-justice-practices-and-bullying-prevention

**Websites**
Conclusion

Conflict Resolution

Introduction

The Youth Violence Prevention Resource Center states that conflict resolution is about teaching people new ways to work through and resolve disputes that do not involve violence. In the school setting and in our communities, school social workers teach children the ‘life skill’ that conflicts and disagreements are a normal, natural part of life, but that they can learn ways to handle these conflicts in non-violent and respectful ways.

Rationale

Although conflict is a normal and natural part of life, there are healthy or unhealthy ways to handle it. In some situations, children experience bullying and teasing and pointless confrontations that can result in the victims’ lack of self-esteem, academic performance, and refusal or fear in coming to school. According to CDC’s nationwide Youth Risk Behavior Survey (YRBS) (2017):

- Nearly 9% of high school students had been in a physical fight on school property one or more times during the 12 months before the survey.
- About 6% of students had been threatened or injured with a weapon (for example, a gun, knife, or club) on school property one or more times during the 12 months before the survey.
- About 7% of students had not gone to school at least 1 day during the 30 days before the survey because they felt they would be unsafe at school or on their way to or from school.

Therefore, children need to be taught in a comprehensive program that teaches everyone the skills to respond to conflict in a constructive manner. By providing children with the knowledge and skills that they need to resolve conflict peacefully, school social workers can help create safer environments and reduce the numbers of suspensions, expulsions, disciplinary referrals, classroom disruptions and playground fights (School-Based Conflict Resolution Programs – A California Resource Guide).

Determining When to Use This Intervention

Since conflict is a universal issue, is it optimal that all students have an opportunity to learn the skills and knowledge on how to resolve issues peacefully. The Minnesota Student Survey helps schools see the extent of their bullying or conflict issues as well.
Key Elements of Successful Programs
A review of the national research reveals the following characteristics that help to make a school-based conflict resolution program successful:
A comprehensive approach, involving curriculum, peer mediation, and parent involvement components
- Introduction in early grades and implementation through grade 12
- Long-term commitment to maintaining the program
- Strong leadership and disciplinary policies
- Ongoing training and staff development, including teachers, administrators, community representatives, and other school staff and parents/families
- A culturally sensitive and developmentally appropriate approach
- Ongoing monitoring, evaluation and improvement
(School-Based Conflict Resolution Programs – a California Resource Guide)

According to Crawford and Bodine (1996), some of the specific skills taught in most conflict resolution programs include these steps:
- Setting ground rules – agreeing to work together and set rules such as no name-calling, blaming or yelling
- Listening – let each person describe his/her point of view without interruption. The point is to understand what a person wants and why they want it
- Finding common interests – establish facts that both can agree on and determine what is important to each person
- Brainstorming possible solutions to the problem – list options without judging or feeling they must be carried out, and try to think of solutions where everyone gains something.
- Discussing each person’s point of view of the proposed solution – negotiate to reach a compromise that is acceptable to everyone involved
- Reaching an agreement – each person should state his or her interpretation of the agreement and write it down, checking back later to see if it is working

References


Websites
Center for Disease Control: Youth Violence | Violence Prevention | Injury Center
Discipline Policies

Introduction
Effective school discipline policies and practices are critical to promoting students' successful learning and well-being. School discipline is a collaborative effort by the parents, administration, students, and teachers in order to ensure a safe school climate for all. Discipline policies and practices strengthen students' behavioral skills by addressing the causes of their problem behaviors while preserving the integrity of the learning environment, ensuring the safety and dignity of all students and staff, and fostering progress toward long-term learning and behavioral goals. School social workers assist in these school policies by providing assistance to students and school personnel to identify underlying factors in student behavior. School social workers also help to intervene effectively with students and their families to provide services on-site or make appropriate referrals outside of school to assist with the identified problem. School social workers also provide a critical lens in critiquing student discipline policies to ensure that policies are grounded in trauma awareness, equity, and maintain a culture conducive to student growth.

Rationale
Schools recognize that all students are entitled to learn and develop in a setting which promotes respect of self, others and property. When student conduct interferes with this process, school discipline policies are meant to consistently respond to problem behaviors.

Determining When to Use This Intervention
Student discipline policies are in place in all schools and are referred to in cases where student conduct interferes with their learning or the learning of others. Examples of unacceptable behavior are: violations against school property or the property of others; use of profane language; gambling; hazing; attendance problems; violent opposition to authority; use of tobacco, alcohol, or other drugs or the distribution of these; possessing weapons, ammunition, or explosives of any kind; possession of pornographic materials; sexual abuse or harassment; falsification of records; and, verbal or physical assaults on others.

Key Elements of a Successful Program
A student discipline policy needs to be created in accordance with applicable laws/statutes. There are many barriers to effective school discipline, however, including the widespread use of punitive approaches and inconsistent policies and practices that students view as unfair and that often disproportionately impact minorities and students with disabilities. Research illustrates that getting suspended or expelled increases students' risk for falling into unproductive behavior, affecting their social-emotional development, academic performance, and life trajectories. Successful school discipline policies are clear and equitably applied to all students; employ culturally competent practices, demonstrate an awareness of student trauma and avoid retraumatization, safeguard the well-being of all students and staff, keep students in school and out of the juvenile justice system,
and incorporate family involvement. Successful school discipline policies are grounded in a multi-tiered system that clearly communicates norms, expectations, rules and appropriate consequences, and applies them equitably for all students. Within policies, the school board, superintendent, principal, school staff, parents, and the students themselves have areas of responsibility. Some of these include:

• School Board – holds all personnel responsible for the maintenance of order
• Superintendent – establishes guidelines and directives to carry out this policy and communicates with the school board
• Principal – is responsible to formulate building rules necessary to enforce this policy. The principal involves other professionals in the disposition of behavior referrals
• School social workers – can help in establishing school-wide violence prevention programs and also work with students and families as situations arise where their expertise can be applied
• Parents/Guardians – are held responsible for the behavior of their children as determined by law and community practices
• All school personnel – contribute to the atmosphere of mutual respect

Positive approaches to discipline teach students new skills and reinforce prosocial behaviors. School social workers support the education of prosocial behaviors at a universal level by supporting strong social emotional learning activities. School discipline policies should focus on fair and consistent discipline. Modalities of positive discipline policies include: positive behavioral interventions and supports (PBIS); social and emotional development (SEL Implementation Guidance); restorative practices to engage in dialogue, resolve conflict, and teach alternatives to violence and aggression (MDE Restorative Practices); and positive school climate (MDE School Climate). These approaches operate within a multitiered system of support framework that encompasses universal prevention and skills building, early identification and intervention, and targeted supports for learning and behavioral concerns.

References

American Institutes for Research. School discipline. https://www.air.org/topic/education/school-discipline#:~:text=Studies%20also%20find%20that%20positive%20have%20need%20for%20behavioral%20services.


Positive Behavioral Interventions and Supports: PBIS

Minnesota Department of Education Social and Emotional Development: SEL Implementation Guidance

Restorative Justice: MDE Restorative Practices

Minnesota Department of Education positive school climate: (MDE School Climate).

Legal References

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. Ch. 125A (Special Education and Special Programs)

Minn. Stat. 121A.40 to 121A.575 (Pupil Fair Dismissal Act)

Dropdown Prevention

Introduction
Keeping students in school through graduation is a major goal of public schools. When students begin to have attendance problems, schools often implement multilevel strategies that meet students’ needs and prevent them from dropping out. According to the Alliance for Excellent Education (AEE) (2011), an estimated 1.3 million American high school students drop out every year; a disproportionate number of whom are youth of color.

Rationale
Education remains the major tool by which people become empowered. The mission for every school should be to educate students to equip them to become “knowledgeable, responsible, socially skilled, healthy, caring, and contributing citizens” (Greenberg et al., 2003). Consequences for a community when students attend irregularly or drop school completely include: having a diminished pool of qualified people from diverse backgrounds, a workforce that lacks the basic knowledge and job skills needed to fully participate in the labor market and contribute to the economy. This can
result in increased costs of social services and higher rates of crime and poverty (Kim and Streeter, 2006). Developing and maintaining a robust school dropout prevention plan mitigates the great loss of human potential in terms of students’ cognitive, social, and emotional growth, and their ability to successfully navigate the world.

**Determining When to Use This Intervention**

Interventions to reduce truancy, mitigate school refusal, and/or alternative education programs would be implemented when a student fails to attend school on a regular basis, and/or if alternative educational programming would result in higher levels of student attendance and school success.

**Key Elements of a Successful Program**

For those students who begin to show attendance problems, a multi-tiered approach is most successful, that is, working as a team with administrators, teachers, school social workers, school nurses, families and students.

**School strategies:**
- Improve teacher-student relationships
- Maintain a positive school-wide culture
- Provide culturally relevant education
- Engage student as active member of school community
- Social skills and self-esteem building strategies
- Provision of mental health services or coordinated in community as needed
- Use of alternative education methods
- Instructional technologies
- Violence prevention/conflict resolution

**Family strategies:**
- Good collaboration and communication between home and school
- Home visits to gain a more ecological view
- Holding workshops for parents for support and sharing strategies

**Individual student strategies:**
- Proper assessment of needs
- Collaborate to identify goals
- Consider work release programs (if applicable)
- Increase student’s self-esteem, social skills and self-confidence
- Proper therapy if mental health issue is involved
- Proper academic interventions if this is found to be a problem
- Work and school collaboration to meet individual needs
- Use of mentors
- Service learning
- Consider alternative school programming

An alternative school is defined by the U.S. Dept. of Education (2002, p. 55) as “a public elementary/secondary school that addresses needs of students that typically cannot be met in a regular school and provides nontraditional education, serves as an adjunct to regular school, or falls outside the categories of regular, special education, or vocational education.” These schools usually offer more flexible schedules, smaller teacher to student ratios, a modified curriculum and are based
on the belief that all children do not learn in the same way. Success lies in an innovative curriculum and teachers with supportive attitudes (Reimer & Cash, 2003).

Best practices and characteristics of a successful alternative education program include:

• Low ratio of students to teacher
• A clear mission with rules enforced consistently and fairly
• A caring faculty who have high expectations for success
• A focus on individual learning styles and needs with emphasis on real-life learning
• Holistic services to meet needs of the whole child
• Student voices in decision-making (School Services Sourcebook, 2006).

References


Websites

American Psychological Association: Facing the School Dropout Dilemma

Minnesota Department of Education: Dropout Prevention/At-Risk Students

The National Education Association: Making High School Graduation a Priority

The National Dropout Prevention Center: Effective Strategies

School Dropout Prevention Program: High School Graduation Initiatives also know as the School Dropout Prevention Program.
Multi-Tiered Systems of Support (MTSS)

Introduction
The Every Student Succeeds Act (ESSA) in 2015 reauthorized the half-century old Elementary and Secondary Education Act (ESEA). The new law continued to build on identified areas of progress, including language that allows for a broader definition of student success and encourages schools to establish learning environments that are essential for school readiness and academic success (U.S. Department of Education, 2017). To create successful learning environments, ESSA suggests local education agencies (LEAs) implement multi-tiered systems of support (MTSS) while leaving states with flexibility in developing MTSS models that incorporate and respond to both academic and behavioral needs. Prior to the reauthorization of ESSA, the framework for successful academics was referred to as Response to Intervention and the framework for successful social/emotional/behavior was referred to as Positive Behavior Intervention and Supports (PBIS). MTSS is the framework that brings together these separate paradigms to help LEAs build the frameworks that necessarily recognize the interconnected functions of academic and behavioral success. The essential components of the MTSS framework include screening, a multi-level prevention system, progress monitoring and data-based decision making (Center on MTSS at AIR, 2020). The intent of these combined components is that the MTSS framework ensures well implemented academic and behavior instruction and intervention that systematically monitors and matches students to more intensive interventions and supports as needed (UCLA, 2006).

Rationale
The MTSS framework has been found to effectively support educational efforts at improving student and school outcomes and in addressing instruction and interventions to respond to student and school learning needs (AIR, 2018). School social workers can play a key role in the essential components of MTSS by providing input on the MTSS framework structures and implementation practices in their school site. The School Social Work Association of America (SSWAA) endorses “utilizing the specialized skills of school social workers in designing, implementing and evaluat(ing) interventions to determine which students might benefit from additional assessment possibly leading to the provision of special education and related services” (SSWAA, 2006).

Determining how to Use This Intervention
The question with MTSS isn't when, but rather how. Implementation challenges require states and LEAs look to and lean on implementation science to successful guide the building and sustaining of the MTSS framework (Center for MTSS at AIR, 2020):
Phase 1: Plan for success
- Conduct needs assessment
- Develop collaborative vision
- Define framework and select evidence-based practices
- Develop implementation and evaluation plan
Phase 2: Implement
- Training and coaching
- Infrastructure
Key Elements of Successful Programs

As previously mentioned, the essential components of MTSS include screening, a multi-tiered prevention system, progress monitoring and data-based decision making (Center for MTSS at AIR, 2020):

- Screening is generally conducted three times a year to identify students who may be at risk for poor outcomes and need additional academic, social, emotional, or behavioral support.
- Multi-level prevention system includes a continuum (Tiers 1, 2, and 3) of integrated academic, social, emotional, and behavioral instructional and intervention supports that are evidence-based and culturally and linguistically responsive.
- Progress monitoring uses valid and reliable tools and processes to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of instruction, interventions, and supports.
- Data-based decision making includes data analysis and problem solving through teaming to make decisions about instruction, intervention, implementation, and disability identification (in accordance with state laws).

The UCLA Center for School Mental Health (2006) adds these considerations for successful implementation of MTSS:

- Ensure an optimal teaching environment, with personalized teaching - this includes motivation-oriented strategies to engage students in classroom instruction
- Use special assistance strategies stressing the least intervention needed to maintain a healthy classroom environment
- Develop "well-designed interventions" with the assistance of student support staff including school social workers
- Training for staff on how to implement successful interventions
- Allow enough time for implementation

Finally, the UCLA Center for Mental Health in Schools (2016) urges states and LEAs think beyond the limitations of MTSS to reduce marginalization and fragmentation by systematically thinking and planning incorporate the instructional component, the learning supports component and the governance/management components of MTSS while also critically thinking about engagement with the larger community (see Exhibit B).


**Examples of Models, Resources, and Programs**

Minnesota Department of Education: Multi-Tiered Systems of Support


**Websites**

School Social Work Association of America: www.sswaa.org

UCLA Center for Mental Health in Schools: www.smhp.psych.ucla.edu


Intervention Central: http://www.interventioncentral.org/

National Center on Intensive Intervention: https://intensiveintervention.org/

National Center for Learning Disabilities: https://www.ncld.org/

**Peer Mediation**

*Introduction*

Peer mediation is a form of intervention in which peers mediate with each other to resolve a conflict. The mediation is driven by the students involved in the conflict, but monitored by an adult. School social workers are natural leaders in training students in peer mediation.

*Rationale*

Peer mediation/conflict management is used as a way for peers to work through their own issues and conflicts in a respectful manner without an adult. Peer mediation often works better than an adult-driven mediation because the students can listen to each other and understand where the conflict began. It also offers students a voice in the problem, in their own words. The mediation is led by students who are trained in the peer mediation process.
**Determining When to Use This Intervention**
Peer mediation/conflict management is best utilized to resolve misunderstandings and rumors between peers. It can be used for a variety of other conflicts which are non-assaultive or if further action is not needed (police intervention, suspension, dismissal etc.). Peer mediation/conflict management could also be used when the suspended student returns to school and needs to apologize to the victim before returning to class.

**Key Elements of Successful Programs**
Peer mediation/conflict management involves the following basic steps:

- One student talks at a time, without interruption, telling his or her side of the conflict
- The other student talks, without interruption, telling his or her side of the conflict
- The two students actively listen and repeat back each other's interpretation of the conflict
- The students resolve the conflict by agreeing to what they could have done differently and by offering appropriate solutions
- The students will then state what they will do differently in the future
- Both students agree that the conflict is resolved by apologizing or by other restitution

The entire mediation is monitored and directed by a neutral peer who has been trained in mediation techniques.

**Websites**

**Teachers First:** [He Started it! - Peer Mediation](#)

**The Resolution Center:** [What Is Peer Mediation?](#)

**Skills You Need:** [Peer Mediation](#)

**ASCD:** [Teaching Students to Be Peer Mediators - Educational Leadership](#)

**Positive Behavioral Interventions and Supports (PBIS)**

**Introduction**
Positive behavior interventions and supports (PBIS) helps to create a positive school-wide climate that promotes student achievement and well-being. PBIS supports positive behavioral change through a Multi-Tiered System of Support (MTSS) framework that focuses on explicit teaching, re-teaching, and reinforcing of desired behaviors. Research has shown that successful implementation of PBIS results in significant reductions in problem behaviors, such as: emotional dysregulation, concentration problems, bullying, and peer rejection (Bradshaw et al., 2012). Furthermore PBIS can be instrumental in reducing office referrals and exclusionary practices (Skiba and Sprague, 2008). PBIS can also foster improvements in students’ prosocial behaviors and academic achievement, in teacher self-efficacy, and in students’ perception of a positive school climate (Bradshaw, 2013).

**Rationale**
PBIS creates an environment that fosters positive student social emotional development. In schools that utilize office referrals and/or exclusionary practices to address problem behaviors, it has been found that these practices contribute to a more negative school climate, which is associated with increased bullying, student behavior problems, dropping out of school, and low rates of student and teacher engagement and satisfaction (Bradshaw, 2013; Sawka-Miller & Miller, 2007).

**Determining When to Use This Intervention**
Positive behavior support interventions connect well with our Social Work ethics and values related to the importance of human relationships. PBIS seeks to establish a connected school culture grounded in solution focused interventions and skills building as opposed to enacting reactive and punitive discipline (Horner et al., 2009).

**Key Elements of Successful Programs**
- Provide a continuum of behavioral supports and interventions across a multitiered system of supports, that is, universally for all students (Tier 1), selectively for at-risk populations (Tier 2), and individually for students exhibiting more significant behavioral problems (Tier 3).
- Universally implement clearly articulated behavioral expectations that are explicitly taught.
- Create a leadership team involving an intentional cross-positional core team, so as to ensure multiple perspectives. This team should be responsible for providing professional development and ongoing data analysis.
- Classroom or school-wide programming increases effectiveness
- Family involvement increases effectiveness
- Training including replacement behaviors must be taught and practiced by all involved
- Ensure high rates of behavior-specific praise school-wide. PBIS recommends the ratio of positive praise to negative interactions at 5:1.

**References**


**Examples of Models, Resources, and Programs**

Minnesota Department of Education: PBIS

National Education Association: PBIS Intervention

National Association of Elementary School Principals: Getting Started

PBIS Practices Implementation: Four Stages of Implementation

Positive Behavioral Intervention & Supports: Getting Started

**Websites**


Midwest PBIS Network: Midwest PBIS Network

Northwest Positive Behavioral Interventions and Supports Network: Northwest PBIS Network: Home

PBISapps: PBISApps.org — The Makers of the SWIS Suite | Home

**Positive School Climate**

*Introduction*

School social workers are integral in promoting and maintaining a positive school climate by facilitating overall respect and trust amongst students and staff. The Center for Research on School Safety, School Climate and Classroom Management (2006) states that “a positive school climate exists when all students feel comfortable, wanted, valued, accepted and secure in an environment where they can interact with caring people they trust.” By improving a school climate, culture and conditions, students’ learning also improves. Positive school climate includes the physical structure of a school building and the interactions between students and teachers (Marshall, 2003).

*Rationale*

Research has shown that positive school climate has been associated with fewer behavioral and emotional problems for students (Reaves et al., 2018) and can increase achievement levels and reduce maladaptive behavior (McEvoy & Welker, 2000). In addition, there is an increased job satisfaction for school personnel (Malinen & Savolainen, 2016). School social workers help promote a positive school climate by communicating with parents about their child(ren), meeting with staff and administration when there are concerns and fostering a climate of respect for all.

*Determining When to Use This Intervention*
The Center for Research on School Safety, School Climate and Classroom Management (2006) suggests the following possible interventions to improve school climate:

• Increased parent and community involvement
• Implementation of character education or the promotion of fundamental moral values in children
• Use of violence prevention and conflict resolution curricula
• Peer mediation
• Prevention of acts of bullying (Peterson & Skiba, 2001)
• Teachers and principals treat students fairly, equally, and with respect
• Provide a safe environment for staff and students (Harris & Lowery, 2002)

**Key Elements of Successful Programs**

According to the Center for Research on School Safety, School Climate and Classroom (2006) positive school climate includes:

• Respect
• Trust
• High morale
• Opportunity for input
• Continuous academic and social growth
• Cohesiveness
• School renewal
• Caring

The School Climate Survey contains seven dimensions of school climate:

• Achievement motivation
• Fairness
• Order and discipline
• Parent involvement
• Sharing of resources
• Student interpersonal relationships
• Student-teacher relationships

Joyce Epstein (1995) states that frequent and positive school-to-home communication helps parents feel more self-confident, more comfortable with the school and more likely to become involved. She points out the need for teachers and schools to increase their understanding and respect for student and family diversity. School staff can let parents know that they are valued and acknowledge their time constraints and familial obligations (Epstein 1995) thus establishing a positive relationship with families.

**References**


**Literature References**


**School Climate Resources**


American Institutes for Research:


American Institutes for Research: [THE 13 DIMENSIONS OF SCHOOL CLIMATE MEASURED BY THE CSCI](http://www.edu.gov.mb.ca/k12/specedu/fas/pdf/3.pdf)

Kaiser Permanente: [Thriving Schools](http://www.edu.gov.mb.ca/k12/specedu/fas/pdf/3.pdf)

**Examples of Models, Resources, and Programs**

The School Climate Survey School Development Program - Yale: [Collection: School Development Program, Child Study Center, School of Medicine, Yale University, records](http://www.edu.gov.mb.ca/k12/specedu/fas/pdf/3.pdf)

The NASSP School Climate Survey National Association of Secondary School Principals: [School Climate and Safety | NASSP](http://www.edu.gov.mb.ca/k12/specedu/fas/pdf/3.pdf)
Preassessment Teams

Introduction
In Minnesota, the legal definition of the teams’ purpose is early identification of needs and prevention initiatives for student chemical use problems (Minnesota Statutes 121A.25-26 Chemical Abuse and School Pre-assessment Teams). However, in many schools, the pre-assessment team deals with other issues. An example is a pre-assessment team often called Multi-Tiered System of Support or MTSS team is a school student services team that provides a process to address student assistance needs and address behaviors of concern that are interfering with student learning, growth and development.

Rationale
The team function is to select the most appropriate plan/referral for the student’s problems. School social workers are the members of pre-assessment teams that address social and emotional needs and help the team recognize the strengths of every student.

Determining When to Use This Intervention
The pre-assessment team as described here is used to determine what further services or skill intervention a student needs and what level of response is suggested. School staff can provide the needed services or an outside community resource may be needed. When the problem is an academic one, the student may be referred to targeted intervention services or special education. When there is a need for case management by a case manager or case monitor, one will be assigned.

Key Elements of a Successful Program
According to the Minnesota Comprehensive Prevention Model for Schools, the four coordinating strategies are:

- Engaging school and community partners
- Assessment of need, setting goals
- Planning and implementation
- Evaluation

References

Minnesota Department of Education, Safe and Healthy Learners
Ruth Ellen Luehr, MS, RN, FNASN
Telephone 651 582 8403
Fax 651 582 8499
E-mail ruthellen.luehr@state.mn.us

Minnesota Institute for Public Health and Central CAPT
Roger Svendsen, M.S., C.ES.

Center for Disease Control and Prevention, Guidelines for School Health Programs to Prevent Tobacco Use and Addiction, https://www.cdc.gov/mmwr/preview/mmwrhtml/00026213.htm

Minnesota Statutes: section number(s) (§)(§)121A.25-26; 121A.29


Websites

The Substance Abuse and Mental Health Services Administration (SAMHSA), Evidenced Based Practice Resource Center: samhsa.gov/ebp-resource-center
1-877-SAMHSA-7 (1-877-726-4727)

Minnesota Department of Education: Minnesota Department of Education (MDE)

Minnesota Department of Education: Multi-tiered System of Supports (MTSS)

Minnesota Department of Education: School Safety Technical Assistance Council

Respect for Diversity

Introduction

The National Association of Social Workers (NASW) Standards for Professional Practice for School Social Workers states that “school social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence that enhance family’s support of students’ learning experience.” The NASW Code of Ethics for all social workers
states that social workers should follow the ethical standards of cultural competence and social diversity (National Association of Social Workers [NASW], 2008).

**Rationale**
As school social workers, we must elevate our personal cultural consciousness to understand how our identity shapes how we see ourselves and others. Not only do our social norms and cultural underpinnings influence our experiences, they also set the course for how we view the world (Graham & Schiele, 2010). In the US and Minnesota, children of all backgrounds are experiencing a time in which discussions about race, gender, gender identity, sexual orientation, religion, and culture are at the forefront of their everyday lives. It is up to the school social worker to embrace these discussions and model for school staff how to openly talk about race, bias, and racism.

**Determining When to Use This Intervention**
Competent assessment practices should be the basis for which intervention decisions are made. Assessment of problems may include psycho-educational or mental health screening/evaluation in the areas of cognition, academic achievement, learning and socio-behavioral functioning using tools that are both norm-referenced as well as other tools that gather qualitative information (NASW, 2015). For example, student, family and staff interviews are equally important in gathering information. School staff must consider all assessment information within the social cultural context of the student and their family (NASW, 2015).

**Key Elements of Successful Programs**
“Cultural competence refers to a set of congruent practice skills, knowledge, behaviors, attitudes and policies that come together in a system that enables the system to work effectively in cross cultural situations” (Lambros & Barrio, 2006).

- When a student is referred for screening, evaluation or service, carefully review the referral reason and consider it within the cultural norms and expectations of the student, family, teacher, classroom environment and school.
- Remember that families may differ in terms of their family composition, child rearing practices, response to disobedience and perception of disability/health, communication and interpersonal styles.
- Refine the ability to recognize the limits of your own multicultural competence.
- All educators should seek educational, consultative and training experiences to improve multicultural knowledge.

**References**


Literature References


Examples of Models, Resources and Programs


Minnesota Department of Education: Cultural Competency Trainings / Professional Educator Licensing and Standards Board (PELSB)

Screening

*Introduction*

School social workers can utilize a number of screening tools to better assess the needs of students. For example, screening for substance abuse, risk of suicide, mental health and other emotional and behavioral problems gives school staff a basis for underlying concerns. Since school social workers are educated in recognizing the early warning signs of mental illness, as well as ruling in or out a number of other concerns, they can be integral in the planning and implementation of interventions. Using a variety of screening tools also assists teachers and other staff to recognize the need for increased services and/or referring for a special education evaluation.
Susan De La Paz and Steve Graham state that when Congress enacted Public Law 94-142, the Education for All Handicapped Children Act, in November, 1975, it requires that all children with disabilities receive a free and appropriate public education.

**Rationale**
Recent government figures indicate that 7 percent of children and youth from birth to 21 are identified as having a disability that requires special intervention (Hunt & Marshall, 1994). Providing screening to determine if the student has a disability or other possible health concern is one of the roles of a school social worker. School social workers may also screen families in order to provide appropriate links to community resources, when needed.

**Determining When to Use This Intervention**
While practices differ greatly both across and within states, screening is an important part of the assessment process mandated by Public Law 94-142. Screening for the purpose of special diagnoses begins at birth and continues throughout the school years. In the first few years of life, most forms of screening center around developmental norms for physical, cognitive and language abilities. Many children with severe disabilities (Down’s syndrome, autism, severe sensory impairments, or children with multiple disabilities, for example) are identified early in life by physicians and other health professionals. However, other children, such as those with learning disabilities, attention deficit disorders, behavioral problems and so forth, may not be formally identified until they start school.

Screening procedures are an important part of the assessment process to identify children and youth who have disabilities. Such procedures must be used with care, however, as they provide only a preliminary sign that a child has a disability. Additional testing is required to affirm or disprove the presence of a disabling condition. If a disability is identified during follow-up assessment, the focus shifts to providing the student with an appropriate education, which could include a 504 Plan or Individual Education Program.

Screening is an important part of the prereferral process. School social workers are educated in providing appropriate screening for mental health issues, emotional behavioral disorders and other school-related problems. Completing a social developmental history is also a good tool to gather more information about the family.

Screening can also be used to implement interventions because it allows school staff to understand the possible underlying behavior of the individual student. Screening may also be completed by the school social worker during the preschool screening, as well as the mental health screening to meet Emotional Behavioral Disorder criteria and after a student is suspended for 10 days.

**Key Elements of Successful Programs**
It is important to understand that there is no standard or uniform battery of tests, checklists, or procedures to follow for the identification of most students with disabilities. While there is a basic structure to the identification process, there is considerable variability in how students may come to be identified, including the types of tests used in screening and the processes by which they are referred.
A common prereferral intervention approach includes a pre-assessment team (MTSS - Multi-tiered Student Supports) which may include teachers, principal, nurse, school counselor, school psychologist, alcohol, tobacco and other drug counselor, liaison officer and the school social worker. The team works to provide appropriate interventions to use in the classroom to accommodate student needs better. If the interventions do not produce results, the school social worker may screen the student for possible emotional behavioral disorder, mental health concern or environmental factors.

**Literature References, Models, and Websites**


*Please see the mental health screening section and social developmental history example in the appendix.*

**Models**

**Websites**


National Alliance on Mental Illness (NAMI): [Mental Health Screening](https://www.nationalalliance.org/health-topics/mental-health-screening/)

Ericae: Clearinghouse on Assessment and Evaluation: [Screening for Special Online Education Diagnoses.](https://eric.ed.gov/?q=%22Screening+for+Special+Online+Education+Diagnoses.%22&pg=1)


**Social Emotional Learning (SEL)**

**Introduction**

Social and emotional education is school-based programming that focuses on positive youth development, health promotion, prevention of problems behaviors and student engagement of learning. School social workers play a key role in the social and emotional development of students by attending to their basic needs, developing social skills and fostering a caring and
nurturing environment. According to The Collaborative for Academic, Social and Emotional Learning (CASEL) (2004), social and emotional learning (SEL) is “the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships and handle challenging situations effectively. Research has shown that SEL is fundamental to children’s social and emotional development - their health, ethical development, citizenship, academic learning and motivation to achieve.

Rationale
Social Emotional Learning (SEL) promotes students’ attachment to school. SEL also has a critical role in improving children’s academic performance and lifelong learning (Zins, 2004). Studies have shown that emotions can facilitate or hamper students’ learning and their ultimate success in school. Because social and emotional factors play such an important role, schools must attend to this aspect of the educational process for the benefit of all students (Zin, 2004). Researchers have also found that prosocial behavior in the classroom is linked with positive intellectual outcomes.

Determining When to Use This Intervention
Social emotional skills can and should be infused into the regular academic curriculum (Zins, 2004). Teachers can be trained to promote social emotional skills woven into the regular instruction. School social workers can assist teachers in the development of the skill training, or they can complete a whole classroom discussion/lesson about social emotional skills. School social workers may also pull specific students out of the classroom for small group or individual promotion of social emotional skills.

Key Elements of Successful Programs
Successful programs include a person-centered focus, along with a supportive environment. SEL education involves teaching children to be self-aware, socially cognizant, able to make responsible decisions and competent in self-management and relationship management skills so as to foster their academic success (Zins, 2004).

According to Zins (2004) essential characteristics of effective SEL programming:
• Carefully planned, theory and research-based interventions
• Teaches SEL skills for application to daily life
• Addresses affective and social dimensions of learning
• Leads to coordinated, integrated and unified programming linked to academic outcomes

SEL education promotes safe and caring learning environment, monitors intervention, provides leadership, institutional policies aligned with SEL goals, professional development, involves families and community partnerships and uses program evaluation for continuous improvement.

References


**Examples of Models, Resources, and Programs**

Seattle Social Development Project: http://depts.washington.edu/ssdp/

Resolving Conflict Creatively Program: http://www.edutopia.org/php/orgs

Promoting Alternative Thinking Strategies: http://www.colorado.edu/cspv/blueprints/model/programs/PATHS.html

Child Development Project: http://www.devstu.org/cdp/

Responsive Classroom: www.responsiveclassroom.org/about/aboutrc.html

**Websites**

The Collaborative for Academic, Social, and Emotional Learning: www.casel.org

About our Kids: http://www.aboutourkids.org/aboutour/articles/socialemotional.html


**Substance Use Prevention**

**Introduction**

Substance abuse prevention efforts, which includes prevention of alcohol, tobacco and other drugs (ATOD) use, have often been school-based, since schools have the greatest access to the majority of the nation’s children and are well-known for providing education and collecting data from students about substance use and abuse (Burke, 2002). It is important for our students not only to be drug and alcohol free, but to learn the coping skills and problem-solving skills accompanied by good self-esteem, that will be beneficial in launching them into a healthy adult life.

**Rationale**

The consequences of substance use are serious, costly and expensive, with immediate physiological influences while interfering with perception and rational judgment (McWhirter, McWhirter, & McWhirter, 2004). Adolescents may be more involved with risk-taking behaviors while under the influence, as well as having higher incidences of fatal accidents and crime (US Dept. of Health and Human Services, 2000). Also, heavy drinking and smoking can lead to diseases such as cancer, heart disease, liver-related and sexually transmitted diseases (Center for Disease Control, 2004). Finally, substance abuse has detrimental effects on the mental health of adolescents and has been associated with poor educational outcomes and academic failure (Rattermann, 2014).

**Determining When to Use This Intervention**
Education in substance abuse prevention and social skills are most effective when implemented school and community wide, beginning in the elementary school years. Earlier onset of substance abuse is significantly related to heavier use and more addictive symptoms in later years, as well as more difficult rehabilitation if a problem emerges (Knowles, 2001). The Minnesota Student Survey gives information about particular communities across the state and is helpful in designing a prevention program that fits the needs of one’s own school district. Districts can institute their own ATOD and violence prevention program committees that include community members such as public health, law enforcement and human services for a broader view, as well as maximizing support and coordination of services within each community.

**Key Elements of Successful Programs**
Many programs have been introduced to help children and adolescents refuse alcohol, tobacco and other drugs (programs can be found on the internet on the National Registry of Effective Prevention Programs), but one of the most effective to date is called Life Skills Training (LST). Research on the effectiveness of this program indicates a 50-87% reduction in the prevalence of ATOD (National Health Promotion Associates, 2002). This is designed for the complete student population in a student to provider ratio of 25:1 to allow for discussion. The main objectives in the program include:

- providing students with skills to resist peer pressure, developing greater self-esteem and self-confidence
- helping students learn to cope with social anxiety
- increasing students' knowledge of the consequences of use
- enhancing students' cognitive and behavioral competency to reduce and prevent a variety of health risk behaviors (National Health Promotion Associates, 2002)

Overall goals of a successful program will include teaching prevention-related information, promoting anti-drug norms, teaching drug refusal skills and fostering the development of personal self-management skills and general social skills (National Health Promotion Associates, 2002).

It is helpful for the entire community to support substance abuse prevention and can do so in a variety of settings, including summer camps, after-school programs and community-based organizations (NHPA, 2002). Also, many schools often offer small group opportunities through their school social worker or other support staff, providing additional support and education for high-risk students.

In the National Institute on Drug Abuse website (see below), it is stated that the most important protective factors, as well as risks, come from within the family, but include factors that influence a child in other environments. Among protective factors identified by NIDA research are strong bonds and clear rules of conduct within a family, involvement of parents in a child’s life, successful school performance, strong bonds with positive institutions such as school and religious organizations and a child’s agreement with the social norm that drug use is not acceptable.

**References**

Examples of Models, Resources, and Programs

Substance Abuse and Mental Health Services Administration Evidenced Based Practice Resource Center: EBP Resource Center

Websites

National Institute on Drug Abuse: Drugabuse.gov | National Institute on Drug Abuse (NIDA)
American Public Health Association — For science. For action. For health.

Substance Abuse and Mental Health Services Administration: SAMHSA - Substance Abuse and Mental Health Services Administration

Minnesota Department of Education: Minnesota Student Survey

National Institutes of Health: Alcohol, Tobacco, and Other Drug Use Prevention Programs in US Schools: A Descriptive Summary

National Institutes of Health: State-level education standards for substance use prevention programs in schools: a systematic content analysis

Violence Prevention and Risk Assessment

Introduction
School social workers are integral in the development and implementation of programs that reduce and combat the rates of violence and harassment in schools. As school social workers, we seek to promote efforts that create safe, secure, and peaceful schools free of the destructive influence of violence in all of its forms. Highly publicized school shootings have brought the issues of school violence to the forefront of efforts by schools, parents and communities to promote safety in schools. School social workers play an “increasingly important role in shaping and implementing policy, interventions, and procedures that make US schools safer” (Astor et al, 2006). Since children spend so many hours in school throughout their lives, “programs in the school setting have the potential to have a strong impact on their attitudes, knowledge, and beliefs about violence” (Astor, et al, 2006).
Rationale
Schools must implement purposeful, coordinated strategies that increase levels of safety and security that simultaneously promote student wellness and resilience. According to the most recent Minnesota Student Survey, 87 percent of Minnesota students report feeling safe at home, at school, in their neighborhood and going to and from school. This number is down from 90 percent in 2016 (MDH, 2019).

Determining When to Use This Intervention
School social workers need tools to assess and monitor rates of school violence and of risk and protective factors that have probabilistic linkages to its occurrence (Mattaini, 2006). It has been suggested that when a threat assessment is conducted, the threat is not carried out (Miller, 2014).

Bowen (2006) suggests using the following steps to identify issues that will help overcome barriers that restrict prevention strategies:
• Conduct a status quo assessment
• Define desired results
• Identify key partners and allies
• Develop an action plan with each partner and ally
• Specify the role and responsibilities of the performance team
• Develop a monitoring and evaluation plan
• Develop plans to overcome potential implementation hurdles

Key Elements of Successful Programs
Threat assessment is a violence prevention strategy that involves: (a) identifying student threats to commit a violent act, (b) determining the seriousness of the threat, and (c) developing intervention plans that protect potential victims and address the underlying problem or conflict that stimulated the threatening behavior. Astor et al (2006), recommend the following key points when developing a successful violence prevention program:
• Comprehensive, intensive, ecological, and require “buy in” from school and community
• Raise the awareness and responsibility of students, teachers, and parents regarding the types of violence in their schools
• Create clear guidelines and rules for all members of the school community
• Target the various social systems in the school and clearly communicate to the entire school community what procedures should be followed before, during and after violent events
• Focus on getting the school staff, students, and parents involved in the programs.
• Often fit easily into the normal flow and mission of the school setting
• Use faculty, staff, and parents in the school setting to plan, implement, and sustain the program
• Increase monitoring and supervision in non classroom areas
• Include ongoing monitoring and mapping, which provide information that schools can use to tailor a program to their specific needs and increase its chance of success

Mattaini (2006) indicates that cultures that are effective in reducing violence are characterized by four interlocking components:
• Recognizing contributions and successes
• Acting with respect
• Sharing power to build community
• Making peace

Examples of Models, Resources, and Programs

Minnesota Dept. of Education; Responding to Trauma and Tragedy:
https://education.mn.gov/MDE/dse/safe/res/resp/


The Virginia Model:
https://curry virginia.edu/faculty-research/centers-labs-projects/research-labs/youth-violence-project/virginia-student-threat


FAST Track- Families and Schools Together: http://www.fasstrackproject.org


School Success Profile: http://www.schoolsuccessprofile.org/

References


**Websites**

PREPaRE: https://www.nasponline.org/professional-development/prepare-training-curriculum

Prevention Institute: http://www.Preventioninstitute.org/

Center for Disease Control National Center for Injury Prevention and Control: Division of Violence Prevention: http://www.cdc.gov/ncipc/dvp/bestpractices.htm

Department of Education Safe and Drug Free Schools: http://www.ed.gov/about/offices/list/osdfs/index.html?src=mr


U.S. Department of Health and Human Services Prevention Research Center for the Promotion of Human Development: http://www.prevention.psu.edu

**Trauma Informed Schools**

**Introduction**

Adversity, trauma, and toxic stress can impair a students’ ability to thrive in school, at home, and in the community. Given the widespread prevalence of childhood adversity and trauma, promoting a trauma-informed school approach has the greatest potential to positively impact all students, regardless of trauma history. School social workers are uniquely trained to deliver high-quality,
evidence-based mental services in schools to ensure that all students have access to the support they need to thrive. Utilizing a trauma-informed framework, school social workers are also able to provide education to other school staff as to develop a shared understanding regarding the impact of trauma and adversity on students. As a trauma-informed school community, educators can develop positive and culturally responsive discipline policies that focus on teaching students new skills to cope with and manage their triggers (Greene, 2016). It is also important to note that trauma-informed school approaches fit well within Positive Behavioral Interventions and Supports (PBIS) and multi-tiered system of support (MTSS) frameworks (Eber and Barrett, 2017).

Determining When to Use This Intervention
Schools are the most common location for children to receive mental health services (Farmer, Burns, Phillips, Angold, & Costello, 2003). School social workers are able to address the negative academic, behavioral, and psychological impact of trauma on students by adopting a trauma-informed approach. The trauma-informed approach is not an intervention; rather, it is a way of providing services to children and families that facilitates the improved functioning of those negatively affected by trauma (Keesler, 2014).

Key Elements of Successful Programs
A trauma-informed response to behaviors include re-teaching expectations, recognizing that behavior is communication and providing students with unconditional regard for them as a person, even when their behavior is difficult. Social work methods, such as self determination, strengths perspective, rapport building are methods the SSWs utilize to mitigate the effects of toxic stress. Effective trauma-informed schools promote (Menschner & Maul, 2016):

a. feelings of physical, social, and emotional safety in students and staff;

b. a shared understanding among staff about the impact of trauma (including historical and intergenerational trauma) and adversity;

c. access to comprehensive school mental and behavioral health services; and

d. community collaboration.

e. developing and supporting a sustainable system that builds school staff’s ability to effectively work with traumatized individuals, which requires that caregivers take care of themselves and find a work/life balance (SaintA, 2017).

References


https://sainta.org/trauma-informed-care/seven-essential-ingredients/


**Examples of Models, Resources, and Programs**

Collaborative & Proactive Solutions (CPS):
https://www.cebc4cw.org/program/collaborative-proactive-solutions/

Helping Traumatized Children Learn: https://traumasensitiveschools.org


RAND—How Schools Can Help Students Recover from Traumatic Experiences A Tool Kit for Supporting Long-Term Recovery:
https://www.rand.org/content/dam/rand/pubs/technical_reports/2006/RAND_TR413.pdf

Saint A Wisconsin Trauma Informed Care: https://sainta.org/trauma-informed-care

Sanctuary Model The Sanctuary Model: http://sanctuaryweb.com/Home.aspx

SAMHSA’s National Registry of Evidence-Based Programs and Practices (NREPP):

The Trauma & Learning Policy Initiative: http://traumasensitiveschools.org/

University of Washington CLEAR Collaborative Learning for Educational Achievement and Resilience: http://ext100.wsu.edu/clear/about/

**Websites**

AMBIT: http://www.cehd.umn.edu/fsos/projects/ambit/

Childhood Trauma Changing Minds: https://changingmindsnow.org

Educator Policy Innovation Center (EPIC) from Exclusionary to Restorative:

Prevent Child Abuse Minnesota: www.pcamn.org

Harvard’s Center on the Developing Child: http://developingchild.harvard.edu/about/
Conferences

Introduction
Most schools have a special time set aside once or twice a year when the parents of the students are invited into the school for a meeting with the teacher about how their child is doing in school. Parents of students in special education are invited to meet with school personnel generally twice a year. School social workers often play an important role in helping parents attend and feel positive about these meetings.

School social workers help bridge the gap between the home and the school through their frequent contact with the student’s parents. They can help parents know what to expect when attending meetings at school and can help them understand and be prepared for the process used to conduct these meetings. School social workers can also meet with school personnel to help create a welcoming climate for diverse parents. Additionally, school social workers can facilitate efforts to reach out to the families with children in the schools they serve.

Rationale
The literature documents the importance of parent involvement in the education of their children and adolescents and shows that students who have families which are committed to their education do better academically and behaviorally (Goodall, 2017; Hampden-Thompson & Galindo, 2017; Fisher, 2003). Parents often face barriers in attending school conferences and meetings to discuss their child. Problems such as transportation, scheduling, need for translation or a past negative experience with the school system may serve as major disincentives. School social workers can help mediate these problems by arranging for transportation, advocating for a meeting time when parents can attend, locating translators and meeting with the parents ahead of time so that they understand how important they are to the process of their child’s education. School social workers can also work with school personnel to make sure that the school environment is welcoming for parents by having someone who can greet them warmly when they come into school and offer a beverage if they have to wait.

Determining When to Use This Intervention
Efforts to connect positively with parents should be ongoing.

Key Elements of Successful Programs
In Epstein and Janson (2004) suggest the following are steps to encourage and support parents’ involvement in school conferences and meeting:
• Ask the school administrator to let families know how important it is to attend these events
• Ask the school administrator encourage the faculty to reach out to parents
• Publicize these conference and meetings throughout the year in flyers and newsletters
• Set goals for parent attendance at conferences and meetings and monitor progress on the goals

In addition to the above suggestions school social workers can talk with teachers about strategies for
successful parent-teacher conferences. For example, it is always nice to start by first asking parents what questions or concerns they have about school and their child. This shows the parents that their concerns are important enough to be given priority. School social workers can also talk with teachers about the value of identifying and sharing a student’s strengths before describing behaviors that may be a concern. All students have strengths and it can be relationship building when parents learn that the teacher recognizes their child’s strengths. At times, when parents are not able to attend conferences and meetings at school, a school social worker can work with faculty to come up with more accessible locations. Akron, Ohio moved parent-teacher conferences to a local shopping mall because of low attendance. Interestingly, the move resulted in higher turnout (Curriculum Review, 2004). Another more common form of reaching out when parents cannot come into school is for school social workers to set up and accompany teachers on home visits to meet with the parents. This approach can be helpful for several reasons. School social workers are familiar with the practice of making home visits which can help the faculty member feel more comfortable leaving the school to go out to a home. Parents may appreciate the special time and effort taken to reach out to them and are often more comfortable in their own environment.

References


Family Engagement Programs

Introduction

School social workers use their unique skills and systems knowledge to support a variety of activities that overcome the barriers to educational success of students. Family support programs are a method used by social workers and other school staff that have the capacity to increase the school success of all students through the engagement and welcoming of families into the school environment.

Rationale

Is it widely accepted among educational professionals that parental involvement with school has been linked to academic success, good school attendance, and positive behavior and social skills (Alameda, 2003; Epstein, 1996; Henderson & Mapp, 2002; McNeal, 1999). Despite this, many family members are hesitant to become involved with their child’s education. One reason for this hesitation may be that they had a negative personal experience with school during their childhood and adolescence. Parents or other family members may feel intimidated or judged by school personnel. In addition, many family members of children with
disabilities or other barriers to learning often receive multiple negative messages about their child from educators. This may lead to defensiveness and poor communication.

**Determining When to Use This Intervention**

Family support programs are commonly used when parents appear to lack the skills, time or motivation to become involved in the school environment in traditional ways (volunteering in a classroom, attending parent-teacher conferences). Careful assessment of families' needs, families' strengths and community resources available should be considered when deciding the type of family support program a school may want to implement.

Examples of family support program activities may include, but are not limited to:

- Parent support groups to connect parents with one another
- Food or clothing shelves available at a school
- Information and referral to community agencies that will support families
- Recreational or cultural events at school that allow families to have fun together
- Educational opportunities that may focus on parenting skills

**Key Elements of Successful Programs**

In order to build successful partnerships with families there are several basic assumptions and beliefs that school social workers utilize in their work. School social workers believe that parents are the first and most important educator in their child’s life and that parents love their child more and know their child better than any of the staff at school. If school staff truly believes that a parent or guardian’s presence at school is valued and necessary, parents will feel more welcomed and respected. This is key to building the trust that is needed for effective communication between parents and school staff.

Family support programs can be an effective way to increase parental involvement with a school. School social workers can be a vital component of a successful family support program, linking home, school and community. A successful family support program may require that schools ask the question “How can the school support parents and families” rather than “How can parents help the school” (Franklin et al., 2006).

**References**


**Examples Models, Resources & Programs**


**Websites**

Parent Partnership in Education: Resource Roundup

Family and Community
Grandparents

“Grandparent caregivers are real-life safety nets, keeping the children they love safe and their families together when birth parents are unable or unwilling to parent” (Minnesota Board on Aging, 2007).

Introduction

In 2007, the Minnesota Kinship Care Association reported that there were 33,975 children in the state who lived in households headed by grandparents. Many live with their grandparents because their parents are deceased or have a drug or alcohol addiction or a serious emotional, behavioral and/or physical problem (Pebley & Rudkin, 1999). Often, the children and the grandparents are both in need of support and community resources to deal with the stress and adjustment that comes with the new family configuration and the trauma of dealing with feelings about whatever incapacitated the parent. It is important for the grandparents and the children to receive the support and resources they need for the children to do well in school (All Family Resource Organization, 2007). School social workers are well-equipped to assist these families in connecting with the needed resources (Edwards & Daire, 2006).

Rationale

Grandparents who assume the responsibility of raising their grandchildren generally do it to keep them safe and out of the foster care system and because they may be “the only family members willing to assume care of these children” (Edwards & Daire, 2006, p. 113). The All Family Resource Organization (2007) points out grandparents often underestimate the significant financial and emotional burdens involved in their new role as parents. Resuming primary parental responsibilities at a time in life when grandparents are looking forward to more freedom and free time can be very stressful and create a range of negative feelings. In fact, “assuming full-time parenting responsibilities for grandchildren is associated with increased psychological distress in grandparent caregivers” (Kelly, Yorker, Whitley & Sipe 2001, p.29). School social workers can help reduce stress and social isolation by connecting grandparents with others in a similar situation and by accessing needed resources such as respite care and after-school programs.

Determining When to Use This Intervention

School social workers should talk with their building administrators about regularly (at least quarterly) sending information home with students about resources and services available for grandparents who are the primary caregiver for their grandchildren. It would be important to obtain permission from the administrator to ask teachers to distribute resource information for grandparents who have custody of their grandchildren at parent-teacher conferences.

Key Elements of Successful Programs

Edwards and Daire (2006) identify the following key elements of successful programs for working with grandparents who are parenting their grandchildren:

- Use a strengths-based approach (grandparents have a lot to offer the child and the school in terms of insight and perspective)
- Let grandparents know about resources that can provide respite support groups that are available
- community-based counseling
• after-school services
• medical and dental care
• financial assistance
• recreational activities such as sports and music program
• summer camps
• extra-curricular activities
• assistance coordinating services
• homework help

School social workers can meet with grandparents who are parenting their grandchildren to learn from them if there are areas in which they would like additional support. Once an area of need has been identified by the grandparents, the school social worker can provide contact information and can facilitate the process of accessing that resource. School social workers can also serve as school-based case managers for grandparents who may need assistance coordinating the multiple services their grandchild may require. It is also important for school social workers to consult with school personnel to make sure that all types of families, including those headed by grandparents, feel welcome and valued when interacting with the school. A wonderful resource for grandparents who care for their grandchildren is First Steps: Getting Started Raising Relatives’ Children by the Minnesota Kinship Caregivers Association (2007). This resource manual offers information about common feelings grandparent caregivers have, documentation that they should keep, journaling tips, legal options, financial help, health insurance, affordable child care, understanding children’s issues, children’s mental health services, fetal alcohol syndrome and talking with children about their parents.

References

AARP. (2003). Lean on Me: Support and Minority Outreach for Grandparents Raising Grandchildren


**Websites**

Minneapolis Board on Aging / Minnesota Board on Aging (MBA)

AARP – Grandparent Information Center
Toll-free: 1-800-434-3410
An extensive range of services, including a listing of local support groups, newsletters, and useful publications. [AARP® Official Site - Join & Explore the Benefits](#)

Minnesota Children and Youth with Special Health Needs
Minnesota Department of Health
Child and Family Health (CFH) Division
P.O. Box 64882
St. Paul, MN 55164-0882
651-201-3650 or toll free 1-800-728-5420
[Children and Youth with Special Health Needs (CYSHN)](#)

Parent Advocacy Coalition for Educational Rights (PACER) PACER Center - Champions for Children with Disabilities
Phone 952.838.9000
Toll-free: 800.537.2237

A U.S. Government website on Grandparents Raising Children. It has many resources regarding financial program and research: [Adoption, Foster Care, and Other Child Related Issues](#)

**Kinship Caregiver Resources**

Grandparents Raising Grandchildren - Grandparenting - Legal Issue: custody, guardianship, adopting grandchildren, and grandparent rights.

Minnesota Kinship Caregivers Association: [Kinship Family Support Services](#)

Delegation of Parental Authority information: [https://mnkinshipcaregivers.blogspot.com/](https://mnkinshipcaregivers.blogspot.com/)

**Homework And Academic Assistance**

**Introduction**
Considerable research documents that children generally do better in school when their families are involved in positive ways with their education (Epstein, 1991; Henderson & Berla, 1994). School social workers can assist families in understanding what the research says about family involvement in the education of their children and how important they are to the process.

**Rationale**
When parents are involved, students often “have better attendance records, drop out less often, have higher aspirations and more positive attitudes toward school and homework” (Bogenschneider & Johnson, 2004, p. 20). Helping children learn at home is the type of family involvement most likely to improve school success (Henderson & Mapp, 2002). School social workers function as home-school conduits and can assist in establishing ways families can help students successfully complete their homework.

**Determining When to use This Intervention**

All families should be encouraged to have a daily homework time set each night. However, Berger (2006) reports that for some families who work long hours outside of the home and who have limited language or math skills it may be almost impossible for them to help their school-age family members with homework. In these situations school social workers can help the family connect with after-school programs that they might not know about such as the Girl’s and Boy’s Club where after-school help with homework is available.

**Key Elements of Successful Programs**

School social workers should encourage families to:

• Set a specific time each night for homework
• Help explain and monitor the homework
• Praise the effort put into the homework

School social workers can also problem-solve with parents about difficulties they encounter around homework. For example, they can help set up and encourage a sustained communication system such as a notebook of assignments that goes back and forth daily from the school to the home. This type of a system allows the family to know what homework is due the next day on a routine basis and provides a way for the family to let the teacher know how the homework session went. School social workers can also put “tip sheets” about how to help school-age children with homework in school newsletters and can make handouts for teachers to distribute at school conferences.

**References**


Websites

Better, easiest and cheapest way to find answers, help with your homework, or get a personal teacher!

Khan Academy | Free Online Courses, Lessons & Practice: A nonprofit with the mission to provide a free, world-class education for anyone, anywhere.

Home Visits

Introduction
Home visits are an important way to help the school connect with families. School social workers have been conducting home visits since the early 1900’s to increase the teamwork between home and school and to address a range of problems that have an impact on students’ ability to be successful in school (Shaffer, 2007). Home visits can foster communication, encourage family involvement and address problems that inhibit academic achievement (Sanders, 2000; Reglin, 2002).

Rationale
A home visit “provides a direct link between the school and the home; allows for observation and assessment of the home environment; makes services more accessible to some families; may minimize power imbalance in the helping relationship; allows for teaching and modeling of parenting skills in the natural environment” and is a way to engage families who lack the transportation and/or childcare necessary to attend school meetings or who are uncomfortable in the school setting (Allen & Tracy, 2004 as cited in Tracy & Usaj, 2007, p. 148). One study reported that more than 91% of 80 people surveyed agreed that home visits by school personnel were important to help better support their child’s education and their involvement (Reglin, 2002). That same study found that respondents felt it would be especially effective if the teachers actually made the home visit; however, according to other research, that rarely happens (Milian, 2001). School social workers can facilitate the process of teachers making home visits by inviting teachers to go with them. Having a school social worker (who is familiar with making home visits and can model protocol) accompany teachers who are not accustomed to this form of connecting with families, may help the teacher feel more comfortable with this approach. Home visits have been said to “break down walls of misunderstanding” because school personnel are able to gain a fuller appreciation for the family’s situation (Johnson, 2001, p. 6.).

Determining when to use this intervention
This intervention, home visits, should never be forced upon a family. Home visits should be used when:

- Families are new to a school
• Family members cannot come to school for meetings
• An assessment is being conducted on a student

**Key elements of successful programs**

• Communicate in a caring and respectful manner
• Prior to the visit, learn about cultural customs that may be practiced by the family (for example, in some cultures it is not appropriate for a man and a woman to shake hands. However, do not assume that the family you are visiting practices that custom. It is important to ask about such things as how they prefer to be greeted)
• Contact the family by phone and/or in writing in advance asking for permission to make a home visit
• Clearly explain the purpose of the home visit (assessment, problem-solving, goal-setting, etc)
• Give the family a choice of meeting at home, at school or some other location in the community where they might be more comfortable
• Inform the family approximately how much time the visit will take
• Use the home visit as a chance to identify strengths in the student and the family
• During the home visit identify with the family the barriers that prevent them from coming into the school and work together to eliminate the barriers
• During the home visit really listen to what the family has to say
• Use the home visit as an opportunity to let the family know that their insights and opinions are very important
• Find out what concerns and suggestions the family has regarding their child’s education

**References**


Examples of Models, Resources, and Programs

Multisystemic Therapy (uses a home-based model of service delivery to overcome barriers to service access and provide treatment where problems actually occur – in home, school, and community settings): http://www.musc.edu/psychiatry/research/fsrc/mst.htm

Parents as Teachers (uses home visits and a variety of other methods to provide parents with child development knowledge and parenting support: www.patnc.org

Services To Homeless Families
School social workers are important advocates for students who are homeless as they have a working relationship with staff at community agencies and have experience serving as a liaison between students, parents, school personnel and community resources.

Introduction
Homelessness is a serious problem in Minnesota especially for the large number of children and youth under the age of 18 who are homeless. According to Wilder Research (2018), nearly 3265 children who were with their parents, and 1484 youth who were on their own, were homeless on a single night in October 2018 (http://mnhomeless.org/minnesota-homeless-study/reports-and-fact-sheets/2018/2018-homeless-counts-fact-sheet-3-19.pdf).
The Wilder study defined homelessness with the same criteria used in the McKinney Act [P.L. 100-77, sec 103(2) (1), 101 stat. 485 (2001)] which is as follows:

The term “homeless” or “homeless individual” includes an individual who
(1) lacks a fixed, regular, and adequate nighttime residence and
(2) has a primary nighttime residence that is
   (a) a supervised, publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill),
   (b) an institution that provides a temporary residence for individuals intended to be institutionalized, or
   (c) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.
(3) For youth through age 24, the definition of homelessness is expanded to include people who are not with a parent or guardian and who are staying temporarily with other relatives or friends (“couch hopping.”)

Children and youth who experience homelessness have the right to receive a free, appropriate public education, ensured by the McKinney-Vento Homeless Education Assistance Improvements
Act of 2001. This law requires schools to remove barriers to enrollment, attendance and success for homeless students.

The services provided under McKinney-Vento provide families the opportunity to maintain education stability for students, which is key to their educational trajectory and success. One of the priorities of the act is the provision of transportation services to allow students experiencing homelessness to remain in their school of origin (https://education.mn.gov/MDE/dse/ESEA/home/).

**Rationale**

Youth under the age of 18 who are homeless face circumstances that generally have a detrimental impact on their academic success. For example, Wilder Research (2018) found 41 percent of homeless female youth have children; more than half of youth (54%) had been physically or sexually abused, or neglected; 54 percent experienced an out-of-home placement; 61 percent lived with a substance abuser; 60 percent witnessed abuse; and 48 percent lived with a parent/guardian with mental illness; 57 percent report significant mental health issues and 36 percent have chronic physical health problems.

The Minnesota Department of Education, with the founding guidance from the McKinney-Vento Act, included the value in the education of homeless children and youth in the Every Student Succeeds Act (MN State ESSA Plan: Title VII, Subtitle B: Education for Homeless Children and Youth, 2017). This legislation requires that each state appoint a Coordinator for Education of the Homeless and that each local educational agency provide a liaison to serve as a point-person and coordinate services for homeless youth. School social workers are often asked to serve as the liaison because “the role and functions of the homeless liaisons are so consonant with the role and function of social work” (Jozefowicz-Simbeni & Israel, 2006, p.41). School social workers are well-prepared for work with homeless populations because much of their professional education focuses on the ability to work across systems and intervene at the individual, agency, community and policy levels.

**Determining When to Use This Intervention**

School social workers should be on a first-name basis with staff at local shelters and should have a system of communication established so that they will be contacted immediately when a new child or youth enters the shelter. School social workers also need to monitor attendance of students who miss school and check on students with attendance problems to determine what services would be helpful. In addition, school social workers can work at the community and policy level to make their voice heard about the need for affordable housing and support services for students who are homeless.

**Key Elements of Successful Programs**

According to the McKinney-Vento Act, families of youth who are homeless must be informed of available assistance and the local liaison contact information. This information has to be communicated in a manner that the parents can understand. Under McKinney-Vento Act homeless youth have the right to be:

- immediately enrolled in school
- included in with the general school population and not segregated or stigmatized by school personnel
- allowed to stay in their current school for the remainder of the school year
- transported to and from school
• provided meals through school meal programs
• act as a liaison with the shelters
• identify students at shelters
• welcome students referred by the shelters to the school
• assist with enrollment
• work with parents on needs
• provide clothing and school supplies
• arrange for one-on-one tutoring
• arrange transportation
• provide academic assessment
• provide counseling and emotional support
• provide breakfast and lunch
• offer staff training to be sensitive to the needs of the student and ways to be supportive

References


Wilder Research. (2018). *Youth on their own: 2018: One-day statewide study to better understand the prevalence of homelessness in Minnesota.*


Examples of Models, Resources, and Programs

National Association for the Education of Homeless Children and Youth: https://naehcy.org/

Family Homeless Prevention and Assistance Program Guide: MN Housing:
http://www.mnhousing.gov/sites/multifamily/fhpap

Websites


Minnesota Coalition for the Homeless: http://www.mnhomelesscoalition.org/

National Coalition for the Homeless: http://www.nationalhomeless.org/

Services To Immigrant Families
The vast majority of immigrants living in Minnesota, have come to the US legally. Over the past several decades, tens of thousands of immigrants have arrived in Minnesota. They have come from all over the world, and settled throughout the state. They’ve come for the same reason that attracted
immigrants in the past: opportunity and they experience the same difficulties of adjusting to life in a new country—language barriers, culture shock, a sense of loss and isolations.” The Minneapolis Foundation, 2010.

Introduction
Social workers are in a position to support immigrant children, youth and families in accessing immigration assistance and services to ensure their safety, permanency and well-being. While social workers are not expected to be experts on immigration issues, they can familiarize themselves with immigration terminology, relief options, new policies and available resources (NASW, 2013).

Rationale
American classrooms are becoming increasingly diverse. According to the National Center for Mental Health Promotion and Youth Violence Prevention (2011), immigrant children and families frequently struggle in their new communities. Some may be dealing with past traumas from persecution, conflicts, or natural disasters in their home countries. Some may have limited education or non-transferable job skills and so are unable to find sufficient work to adequately support their families. Some may have come from rural farming communities and find themselves in unfamiliar urban areas. Others may be undocumented families or parents who fear exportation, a significant stressor that may keep them from finding higher-paying jobs or receiving health care, or prevent their children from seeking higher education. Still others may be highly educated professionals who are unable to find comparable positions in their new communities.

School social workers can serve as a point of connection for these families and can assist school personnel in creating conditions that foster family involvement. They can also advocate for the schools they serve to implement the ideas presented below in the Key Elements of Successful Programs section.

Determining When to Use This Intervention
To determine whether or not a student meets the MN Department of Education’s Title III definition of an immigrant child and youth, a school and/or district should not ask about a student, parent, guardian, or sponsor’s citizenship or immigration status or date of entry into the United States. Such information has no bearing on whether or not the student meets the definition of immigrant child or youth for Title III purposes, and may create a chilling effect that could discourage students and families from enrolling in school.

Rather, for purposes of determining if a student meets the definition of immigrant children and youth under Title III, district and charter school staff should request only information about a student’s date of birth, place of birth, and prior school enrollment.
1. First, in seeking such information, the school and/or district should note in writing that providing the information is not required and that the requested information will only be used to determine whether the child may be eligible for programs offered in the district that provide enhanced instructional opportunities for immigrant children and youth.
2. Second, the school and/or district should determine whether a student meets the first two criteria of the definition of immigrant child or youth (confirming age and birth outside the United States). In collecting such information, schools and/or districts should pose the same question of all students and ensure that the information is not used to discriminate against students in any way.
3. Finally, only after determining that a student meets the initial criteria for Title III eligibility should the school and/or district then ask questions to determine the total cumulative number of months that the student has attended schools in the United States.

**Key Elements of Successful Programs**

The Minneapolis Foundation suggests the following approaches for working with families and students that have moved to the US.

- Avoid relying on children as family interpreters
- Be mindful of body language
- Be aware that family decision making patterns can vary from patriarch to collaborative with an extended clan
- Be sensitive to and accepting of religious differences
- Create a welcoming atmosphere in the school with pictures and artifacts that represent the families in the attendance area
- Provide translated student handbooks
- Follow up written materials that are sent home with a phone call or visit to see if there are any questions
- Offer orientation sessions
- Give out “welcome videos” done in the family’s first language
- Set up a mentor program for new families
- Draw upon the strengths of bilingual families and solicit their ideas about how to improve services for families where English is not the first language
- Partner with other programs and agencies such as family literacy programs
- Provide in-service and training for school personnel on cultural considerations
- Vary the day and time of activities
- Offer on-site ESL classes

**References**


The Minneapolis Foundation. (2010). *A New Age of Immigrants*. Minneapolis Foundation

**Examples of Resources, Models & Programs**

**Bridging Refugee Youth & Children Services**

Coral Way Elementary School: A Success Story in Bilingualism and Biliteracy
[http://www.ncela.gwu.edu/pubs/discover/03coral.htm](http://www.ncela.gwu.edu/pubs/discover/03coral.htm)

**Immigrant Law Center of Minnesota: Home**
MN Department of Education: Section 3113(d) of the Elementary and Secondary Education Act (ESEA), Title III, Part A, Immigrant Children and Youth is a source of funding to supplement the resources of local school districts in providing quality education to eligible immigrant students. Its purpose is to provide enhanced instructional opportunities to help meet the needs of immigrant children and youth. Retrieved on August 15, 2010: https://education.mn.gov/MDE/dse/ESEA/t3/imm/

NASW: Child Migrant Protection Toolkit

Serving English language learners in Minnesota (Schools web resources for schools and districts) https://education.mn.gov/MDE/dse/el/

Child Protection Services

Introduction
All communities have formal and informal standards for acceptable ways for parents or guardians to raise and discipline children. There are different rules in different parts of the United States and in different parts of the world. Some parents and guardians do not agree with the legal standards and see Child Protection Services (CPS) as a way for the majority culture to tell them how to raise their children.

Rationale
Parents and guardians need to know that it is their responsibility to discipline their children and teach them right from wrong, but discipline cannot involve injury to children.

Determining When to Use This Intervention
A report is required whenever abuse is suspected. When a report is made, the county CPS has the responsibility to determine if abuse has occurred and implement a plan. Contact CPS when you have a concern.

Key Elements of Successful Programs
In Minnesota, CPS are provided by the county and the goal is to prevent maltreatment of a child that results in harm or injury including:
- Physical abuse
- Sexual abuse
- Physical neglect
- Emotional abuse and neglect

As professionals or professionals’ delegates engaged in the process of education, all school staff is mandated to report suspected child abuse. By law, reporters remain anonymous. Some schools assign this responsibility to the school social worker. The county may have a maltreatment form that includes the information the county needs to know. If the child is perceived to be in immediate danger, law enforcement must be called. If the danger is not perceived to be immediate, the referral is made right away to the county CPS. If the school employs the alleged perpetrator and the child is a student in the school, the Minnesota Department of Education must be contacted.
CPS county social workers assess the risk to the child based on the reported information and other information they may have about the child and family. If the risk factors meet the state requirements for investigation, CPS will investigate.

References

Prevent Child Abuse Minnesota
Statewide Office
1821 University Ave, Suite 202-S St. Paul, MN 55104
651 523 0099 phone
651 523 0380 fax
800 621 6322 toll free

Northern Minnesota Office
9057 Sunset Strip
Pequot Lakes, MN 56472
218 821 6429 phone
218 543 6342 fax
800 970 6429 toll free

Southern Minnesota Office
1117 East Main Street
Albert Lea, MN 56007
507 377 7665 phone
507 377 3101 fax
800 813 8713 toll free

Minnesota Department of Human Services Child Welfare Report for April 2004

Examples of Models, Resources, and Programs

The Abuse Prevention Project: http://pacer.org

Student Maltreatment: mde.student-maltreatment@state.mn.us
1500 Highway 36 West
Roseville, MN 55113
Safe Child http://www.safechild.org/index.htm

Websites

Reporting of Maltreatment to Minors Statute

Minnesota Department of Human Services

Prevent Child Abuse Minnesota

Minnesota Children’s Alliance

Community Services

Child Welfare
Introduction
Child welfare services from the county may be offered when families’ care of their children does not meet the minimal community standards and children are negatively impacted. Areas of concern for school social workers could be attendance, academic achievement, before and after school care, death or illness of a family member, lack of heat and/or water in the home, lack of hygiene, homelessness or extremely overcrowded living conditions, dental health, mental health, medical health, domestic violence, substance abuse and/or a need for counseling, mentoring, clothing and food.

Rationale
School social workers can connect families to culturally appropriate community resources that can help with the above problems or meet with families to help them develop strategies to improve the above situations. Often these issues occur in families who live in poverty and providing food, clothing and shelter are taking all of the energy and time the parents have.

Key Elements of Successful Programs
Families do not like help imposed on them without their agreement to the services. Services must always consider the cultural values of the family.

References

Resources
Child protection, foster care, adoption / Minnesota Department of Human Services
Parent Support Outreach / Minnesota Department of Human Services
Family First Prevention Services Act (PDF)

Juvenile Justice

Introduction
School social workers have contact with officers of the court and probation officers when juveniles from their school are involved in the juvenile justice system.

Rationale
School social workers are sometimes called to juvenile court to give information about attendance when truancy is an issue.

Determining When to Use This Intervention
When a juvenile age 10 to 17 at the time of the offense is apprehended, the case is referred to the juvenile court and is considered a rehabilitative or justice-related case. The juvenile court may be in the juvenile’s county of residence or the county where the offense occurred. Law enforcement
officials refer the case to a probation officer or to a county attorney, depending on the county’s intake procedure. After intake, if enough evidence exists to prosecute the case, the county attorney files a petition with the juvenile court asking it to make a finding of delinquency. This starts the formal court processing of the case. The court then sets a date for the arraignment, when the youth appears before the court for the first time to answer the charges. If the youth admits to the charges, the court can impose the disposition — the conclusion of a juvenile case by the court and the subsequent consequence — at that time or order a predisposition investigation and set a date for the disposition hearing. If the youth denies the charges, a trial date is set.

**Key Elements of Successful Programs**

In Minnesota, the juvenile justice system differs from the adult criminal justice system in several ways, including some of the terminology used. For example, an adult is arrested by police, charged with a crime, found guilty by a court, sentenced to an adult correctional facility and incarcerated for a specified period of time. A juvenile is apprehended by police, petitioned for an offense, found to have committed an offense by a court and receives a disposition to be placed in a juvenile correctional facility.

Most juvenile court trials are bench trials, where the judge is the sole fact-finder. After the case is heard and if the petition offense is proven, the judge finds the youth to be delinquent and sets a date for the disposition hearing. If the petition is not proven, the judge dismisses the case. At the disposition hearing the judge decides the type of rehabilitation the juvenile will receive.

**References**

Office of Juvenile Justice and Delinquency Prevention: Home

**Websites**

Minnesota Office of Juvenile Justice and Delinquency Prevention

Office of Juvenile Justice and Delinquency Prevention Statistics

Redline Version: Juvenile Justice and Delinquency Prevention Act as Amended by the Juvenile Justice Reform Act of 2018

**Effective Referrals**

**Introduction**

Providing effective referrals is a cornerstone of good school social work practice. When school social workers work with students and their families, they generally complete a social history as well as a current needs assessment. Whether the needs assessment is formal or informal, it helps the school social worker understand the stressors of the home environment that may be impacting the student. School social workers must have knowledge about community and school resources that can assist students and families when in need.

**Rationale**
Students come to school with a number of stressors from the community, the family and the school setting. For example, homelessness, financial hardship, abuse, trauma, alcoholism and bullying are all stressors that will affect the academic progress of students. A school social worker may be able to help alleviate some of those stressors by providing an effective referral to a school-based or community resource.

**Determining when to use this intervention**
Providing effective referrals is best utilized when a relationship and trust is developed between the school social workers and the family and student. When both parties are honest and open about acceptable ways to meet needs and if culturally appropriate resources are available, the referral will be successful. This intervention is best used when the needs are discussed and the student and/or family are open to the appropriate resources.

School social workers must also understand that, at times, families or students are not open to receiving help from others outside of their immediate family. Therefore, it is very important that the school social worker talk with the family/student to discuss possibilities and the willingness to accept help. Sometimes outside services are not accepted when first offered but may be an option at another time.

**Key elements of successful programs**
- Determining the needs of the student and families is the key to beginning the process
- Talking to the family and/or student about how they view the problem
- Understanding the available resources within the school or in the community
- Offering appropriate suggestions to the family about possible referrals/resources
- Providing the families with names, phone numbers, addresses, e-mail, or websites of the resource
- Perhaps calling ahead to give the receiving resource background information if the family is willing and grants permission
- Follow up with the family and student to see if further assistance is needed

School social workers always view new students in relationship to their environments.

**Examples of Models, Resources & Programs**

Local Native American/Indigenous Resources:
https://mn.gov/ombudfam/resources/#/list/appId/2/filterType/Tag/filterValue/American%20Indian/page/1/sort//order/

Local Native American/Indigenous Resources: MN TRECC - MN TRIBAL RESOURCES FOR EARLY CHILDHOOD CARE

Local Hmong Resources: Hmong Community Resources

Local Latino Resources: La Familia Counseling Center | Career Center, Counseling and Support Education and Employment for Youth

Local Latino Resources: CLUES Comunidades Latinas Unidas en Servicio
Local Somali Community Resources: Somali Youth and Family Development Center

Local Somali Community Resources: Somali American Parent Association

Other Resources: United Ways of Minnesota | United Way improves lives by mobilizing the caring power of communities to advance the common good.

Other Resources: Office of the Ombudsman for Families Resources / OmbudFam

Collaboration with Community-Based Services

Introduction
School social workers are educated to function as the link between home, school and community to include mental health agencies, mentors, recreation centers, volunteers etc. Therefore, collaborating with communities is a natural job expectation. School Social workers work with the “whole child,” and collaborating with families and outside agencies that may provide services to the student is a common intervention. This is sometimes called “wraparound service.”

Rationale
Adelman and Taylor (2006) state that “comprehensive collaboration is seen as a promising direction for generating essential interventions.” School social workers work at the core of these interventions by collaborating with teachers, students, families and other outside professionals to develop appropriate interventions that will best serve the student. Successful community collaborations are also developed to strengthen the neighborhood around the school. If organizations, businesses and other agencies are tied to the school, parents and students will feel tied to the community.

Determining When to Use This Intervention
Collaborating with communities is best used as a supplemental service when students demonstrate additional needs that require outside assistance. When outside agencies are invited to make donations, refer volunteers, or provide service, schools are able to strengthen their ties to the neighborhood. This intervention may be used to meet a need that the school is currently lacking such as school supplies, mentors and presentations on specific issues or staff development.

Key Elements of Successful Programs
Key elements of successful collaboration include:
- Working closely with all the professionals involved with the family and student
- Reviewing periodically to insure that everyone is working toward the same goals
- Open communication between all professionals on the team (releases of information will be required)
- Involving parents in all steps of intervention to ensure consistency
- Understanding the limitations of the school program by seeking alternative interventions/community resources when needed

References
Resource Mapping

Introduction
Resource mapping is a technique utilized by schools and school districts to assess their current resources which include staff, finances, buildings, community partners and work toward filling in the gaps. Mapping provides the “basis for developing a comprehensive, multifaceted and cohesive system” (Adelman & Taylor, 2006). It allows a school to brainstorm possible connections and collaborations within and outside of the school. School social workers are vital during this exercise because of their knowledge of community resources. School social workers also coordinate multiple services for students, therefore, coordinating and integrating existing resources for the school is a natural appointment.

Rationale
Since schools and school districts are already stretched thin in regards to finances and available resources, resource mapping provides a low-cost and effective way to fill gaps in services over time (Adelman & Taylor, 2006).

Determining when to use this intervention
Resource mapping can be used at any time by schools. By identifying needs as well as available resources, schools can begin to fill in gaps where needed.

Key elements of successful programs
Adelman and Taylor suggest detailing what the school already has and who provides the support. After the self-assessment, list what services and support are needed and decide if it is best met through available school resources. Following this, collaborate with other community agencies by advertising the needs and determining when additional resources are available in the community and how they may be accessed.

References


Examples of Resources, Models, and Programs

National Center on Secondary Education and Transition: Community Resource Mapping

Websites

UCLA School Mental Health Project
Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change

Asset Mapping: Education Northwest | Creating Strong Schools and Communities

Assessing Outcomes of School Social Work Practice

Measuring school social work outcomes involves identifying clear and measurable goals and finding tools and methods to track and measure progress toward those goals.

Introduction
The National Association of Social Work Code of Ethics (1999) requires that all social workers “monitor and evaluate policies, the implementation of programs, and practice interventions,” and “critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.” To ensure best practice social workers need to objectively assess if their interventions are helping, harming or having no impact therefore “evaluating outcomes is essential for problem solving” (Gambrill, 1997, p. 476).

Rationale
Why measure outcomes?

- It is important for school social workers to measure outcomes for several reasons:
- Ethical practice requires that we “use the most effective and efficient means of helping students overcome academic and socio-emotional barriers to participation in school” (Johnson-Reid, 2007, p. 226). How will you know and how can you show that your intervention was effective if you do not have a reliable (accurate over time) and valid (measures what it was intended to measure) way to measure change?
- Educational funding requires performance data that demonstrates that the money is being well spent. For example, the No Child Left Behind law resulted in schools being denied funding because of poor academic performance. School social workers must be able to clearly document how their services help students to be more successful in school.
- Accountability requires that we “justify the expenditure of public tax dollars on school social work services” especially when school program are being cut due to financial retrenchment (Dupper, 2007, p.213)

Determining When To Use This Intervention
Outcomes of every intervention should be assessed and recorded. At least once a year, it is helpful to summarize the data on the number of interventions and the effectiveness of these interventions so that this information can be shared with administrators and the general public.

Key Elements Of Successful Programs
How do I measure outcomes?

An outcome is the change that is desired—The first step is to work with the student, the family, the teachers and any community partners to specifically identify the desired change. The following list provides a few examples of school social work outcomes:
• Improved attendance
• Increased parent involvement in student’s education
• Decreased acts of physical or verbal aggression
• Increased rate of completing school work on time
• Increased positive interactions with peers
• Increased positive interactions with faculty and staff
• Decrease in use of alcohol or drugs
• Decrease in weapons violations
• Increase the quality of school work

Measurement—before you implement your intervention you need to get a baseline measurement so you can determine and demonstrate if a change occurs. The baseline measure is a specific measure of what is happening before you start using an intervention. For example, a baseline measure on attendance could be the number of days a student missed school on average over the past week, month or year. Table 1 gives suggestions for ways to obtain possible baseline measures for each of the outcomes listed above. Often it is best to measure specific observable behaviors. However, you can also measure changes in attitude or feelings by asking students, teachers and parents to rate them on a scale of one to ten with one being the negative end of the scale and ten being the positive end of the scale. For example, you could ask teachers to rate the level of positive interactions a student has with peers (Nelson, 1996). There are also standardized assessments such as the Child Behavior Checklist (Achenbach & Edelbrock, 1981) (available at store.aseba.org) that can be used to assess behavior change over the course of the year.

Measurement—after you implement your intervention you can periodically assess the progress on the outcome. For example, if a student is working on completing school work on time you could meet with the student at the end of each day or each week and chart the number of assignments that were completed on time. This, of course, means you would need to arrange a simple way for the teachers to let you know how many assignments the student completed on time such as a daily or weekly log that the student has signed by the teachers.

Seeing progress or lack of progress on a chart can be a powerful motivation for some students. Some school districts have a contact log that school social workers can use to record outcome data. For example, school social workers in the Rochester, Minnesota Public School System use a contact log similar to the following example.
Learner’s Full Name

Parent(s)/Guardian(s)

Type of contact  T=telephone  L=letter  C=conference  H=home visit

Telephone  Home  Work

<table>
<thead>
<tr>
<th>Date</th>
<th>Contact Person</th>
<th>Type of Contact</th>
<th>Reason</th>
<th>Outcome</th>
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Monitor and adjust—if after a certain period of time (a week or two) an intervention does not show any positive change in behavior then the intervention needs to be modified.

Who do I share outcomes with?

- Principals—are the most important person with whom to share your outcome data.
- Many schools have site-based management teams that help make decisions about funding and the principal can make sure that your outcome data is shared at those meetings.
- Lead social workers—if you have a lead school social worker in your district or cooperative it is important to share your outcome data with him or her because that person is in generally in the position of dealing with the administration and broader public.
- School Board—work with your building principal to get on the school board agenda to share your outcome data. School board members often are not aware of what school social workers do or how they contribute to the overall mission of the school district.
- Professional conferences—the Social Work Code of Ethics requires that social workers share knowledge with each other and an excellent way to do this is through social work conferences. The Minnesota School Social Workers Association has two conferences
- a year (MSSWA Upcoming Events-Register) Also there is a Midwest school social work conference (Midwest Council School Social Workers) and the School Social Association of America hosts an annual conference (see SSWAA National Conference).

Table 1
Outcomes and Measurement Indicators
| Improved attendance | Average number of days absent in previous month or year  
Percentage of time the student arrives on time for class  
Percentage of classes the student attended in previous month |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increased parent involvement in student’s education | Number of times the parent attends school meetings  
Number of home visits  
Number of times parent works with student on homework for 10 minutes  
Number of times parent talks with school personnel  
Number of times parent initiates contact with school personnel  
Number of times parent volunteers at school  
Number of school activities parent attends |

| Table 1  
Outcomes and Measurement Indicators | Decreased acts of physical or verbal aggression  
Number of times student is reported for acts of aggression  
Number of times student is sent to the office or support staff for aggression  
Number of times student is suspended for aggression  
Number of times the police are called because of student’s aggression  
The self-reported number of times student was upset but did not resort to acts of aggression  
Increased rate of completing school work on time  
The percentage of time the student completes his or her reading (math, social studies, etc) assignments on time  
Increased positive interactions with peers  
The number of times the student initiates friendly interactions with peers during recess or lunch  
The number of times or the percentage of classes when the student works cooperatively with other during the school day  
The number of times the teacher observes the student doing something helpful or kind  
The number of extra curricular activities the student successfully remains in without problems interacting with others |
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| Increased positive interactions with faculty and staff | The number of times the student stays after school to help the teacher  
The number of times the student greets the faculty or staff in a positive and appropriate manner  
The number of classes that the student interacts with the faculty and staff in a positive and appropriate manner  
The number of days a student has without being reported for disrespectful behavior toward school personnel  
The student’s self-rating on a scale regarding how well he or she is relating to school personnel |

| Table 1 Outcomes and Measurement Indicators | Lab tests on blood and urine  
Student self report of frequency and amount of alcohol or drug use can be obtained with the following assessments available at [http://pubs.niaaa.nih.gov/publications/Social/Module4Screening/Module4.html](http://pubs.niaaa.nih.gov/publications/Social/Module4Screening/Module4.html)  
The Alcohol Use Disorders Identification Test (AUDIT) (Allen, Litten, Fertig, & Babor, 1997)  
The CAGE assessment  
The T-ACE  
The TWEAK  |

| Decrease in use of alcohol or drugs | The number of times the student is reported for bringing weapons to school  
The number of times the student is reported for talking/emailing/text-messaging about bringing weapons to school |

| Increase the quality of school work | The percentage of correct answers in math assignments  
The number of errors in writing assignments |

**References**


Alvarez (Eds.), *School social work: Theory to practice* (pp. 225-244). Thomson/Brooks/Cole.


Special Education Policy and Procedures for Social Work Services in Schools

This chapter looks at:

- IDEA
- Due process
- SSW as a related service on an IEP
- Section 504 of the Rehabilitation Act
- MDE Resources
Chapter 7: Special Education Policy and Procedures for Social Work Services in Schools

Objective
To describe the special education mandates that guide the provision of social work services to children and youth with disabilities.

To appropriately provide special education services within educational settings, it is critical to understand laws (both federal and state) and regulations that guide the provision of social work services for children and youth with disabilities. It is important that social work services in schools meet the established regulations (both federal and state) as well as meet the professional standards of practice as stated in Chapter II School Social Work Practice in this manual.

This manual references federal and state regulations that were current at the time of publication. Therefore, information shall not reflect changes to state and federal regulations or further interpretations which occur after this manual’s publication date.

Individuals with Disabilities Education Act (IDEA)
The Individuals with Disabilities Education Act (IDEA) (34 C.F.R. Parts 300, 301, and 304) is the nation’s special education law. First enacted in 1975, IDEA ensures that all children with disabilities have available to them a free appropriate public education (FAPE) in the least restrictive environment (LRE) that emphasizes special education and related services designed to meet their unique needs. IDEA requires states to provide an education for children with disabilities if they provide an education for children without disabilities. The statute also contains detailed due process provisions to ensure the provision of FAPE.

What is Special Education?
Special education is specially designed instruction intended to meet the unique needs of children who have disabilities, provided at no cost to parents/guardians. Special education may include special instruction in the classroom, at home, in hospitals or institutions or in other settings. Specially designed instruction meets the child’s unique needs (that result from having a disability) and to help the child learn the information and skills that other children are learning. Statute requires that there be a link between the needs of the child and the services provided and that there be an education-related outcome. School personnel must show the linkage between the planned instruction or intervention and the educational outcome and provide evidence of direct or indirect benefit.

Who is Eligible for Special Education?
According to the IDEA, the disability must affect the child’s educational performance. Then the question of eligibility comes down to a question of whether the child has a disability that fits in one of the disability categories and whether that disability affects how the child does in school. The disability must cause the child to need special education and related services.

What is Specially Designed Instruction?
Specially designed instruction means adapting, as appropriate, the content, methodology,
or delivery of instruction to address the unique needs of the child that result from the child’s
disability. Specially designed instruction ensures the child’s access to the general curriculum, so
that he or she can meet the educational standards within the jurisdiction of the public agency
that apply to all children (34 C.F.R. § 300.39(b)(3)).

What are Related Services?
The term related services means the developmental, corrective and other supportive services
required to assist a child with a disability to benefit from special education and receive FAPE.
The list of related services is not exhaustive and may include other developmental, corrective,
or supportive services if they are required to assist the child with a disability to benefit from
special education in order for the child to receive FAPE. Therefore, if it is determined through
the evaluation and IEP requirements that the child with a disability requires a particular
supportive service in order to receive FAPE, regardless of whether that service is included in
these regulations, that service can be considered a related service under IDEA and must be
provided at no cost to the parents [34 C.F.R. § 300.24 and discussion on page 12548 (IDEA
1997)]. Related services include:

• transportation
• speech-language pathology and audiology services
• psychological services
• physical and occupational therapy
• recreation, including therapeutic recreation
• early identification and assessment of disabilities in children
• Mental Health services, including rehabilitation counseling
• orientation and mobility services
• medical services for diagnostic or evaluation purposes

The term also includes school health services, social work services in schools, and parent
counseling and training [34 C.F.R. § 300.34(a)].

How Does IDEA Define Social Work Services in Schools?
Issues or problems at home or in the community can adversely affect a student’s performance
at school, as can a student’s attitudes or behaviors in school. Social work services in schools
may become necessary in order to help a student benefit from his or her educational program.

Social work services in schools includes:
(i) Preparing a social or developmental history on a child with a disability;
(ii) Group and individual counseling with the child and family;
(iii) Working in partnership with parents and others on those problems in a child’s living situation
(home, school and community) that affect the child’s adjustment in school;
(iv) Mobilizing school and community resources to enable the child to learn as effectively as
possible in his or her educational program; and
(v) Assisting in developing positive behavioral intervention strategies [34 C.F.R. §
300.34(c) 14].

Due Process Procedures
The role of the school social worker can be an essential component in the special education due
process from identification to transition planning. IDEA describes due process as the safeguards
and rights designed to assure children’s educational interests are protected and parents are afforded rights.

Identification
Identification means the continuous and systematic effort by the district to identify, locate, and screen students, birth through age 21 or 22 depending on birthdate in need of special education services. Identification encompasses the district’s public awareness efforts within the community; efforts to identify children in private schools; and comprehensive child find efforts that include programs to identify homeless and migratory children and children who may need special education even though they are advancing from grade to grade.

Multi-Tiered Systems of Support (MTSS)- Previously Known as Response to Intervention (RTI)
An MTSS model is a collaborative general and special education process which provides increasingly intensive interventions in a three-tier system to students who are not achieving to expectations in general education. School social workers are involved in all tiers of MTSS. School social workers have the skills and training to work with whole school interventions, as well as, small group/individual more intensive interventions.

MTSS is a school-wide process designed to identify skill-specific deficits and to provide a system of ever intensifying interventions for students. The goals of this system are to:
• improve the achievement level of students who are not making sufficient progress in the general education curriculum;
• include a progress monitoring system; and,
• check on the fidelity of implementation of the program.

Prereferral Intervention
Before a pupil is referred for a special education assessment, the district must conduct and document at least two instructional strategies, alternatives, or interventions while the pupil is in the regular classroom. The pupil’s teacher must provide the documentation. A special education assessment team may waive this requirement when they determine the pupil’s need for the assessment is urgent. This section may not be used to deny a pupil’s right to a special education assessment [Minn. Stat. § 125A.56(a)].

Referral
Referral is a formal, ongoing process for receiving and responding to requests when a student shows signs of potentially needing special education and related services. The referral process includes a review of screening and other information on referred students and the team decision about whether to conduct a formal special education evaluation.

Evaluation or Reevaluation
Evaluation or reevaluation is the process of utilizing formal and informal procedures to determine specific areas of a child’s or student’s strengths, needs and eligibility for special education services. Each district must conduct a full and individual evaluation of a child or student for the purposes of special education that meets all state and federal requirements. Such an evaluation includes, but is not limited to: providing the parent(s) with prior written notice of each proposed evaluation; ensuring tests or evaluation tools are administered by trained and
knowledgeable personnel; assessing the child or student in all areas related to the suspected
disability; presenting all evaluation results to the parent(s) in writing within state and
federal timelines; determining whether the child or student meets state eligibility criteria; and, in
evaluating each child with a disability, ensuring the evaluation is sufficiently comprehensive to
identify all of the child’s or student’s special education and related services needs, whether or
not commonly linked to the disability category in which the child has been classified.

**Functional Behavioral Assessment (FBA)**

Functional behavioral assessment or “FBA” means a process for gathering information to
maximize the efficiency of behavioral supports. An FBA includes a description of problem
behaviors and the identification of events, times and situations that predict the occurrence and
nonoccurrence of the behavior. The FBA identifies antecedents, consequences and reinforcers
that maintain the behavior, possible functions of the behavior and positive alternative behaviors.

An FBA includes a variety of data collection methods and sources that facilitate the
development of hypotheses and summary statements regarding behavioral patterns (Minn. Rule
3525.0210, subp. 22).

**Eligibility**

Children with disabilities are eligible for special education and related services. According to
IDEA, a “child with a disability” is a child that has been evaluated and meets criteria in one of
the following disability categories:

- autism spectrum disorder
- deaf-blind
- emotional or behavioral disorder
- deaf and hard of hearing
- developmental cognitive disability
- other health disabilities
- physical impaired
- severely multiply impaired
- specific learning disability
- speech or language impaired
- visually impaired
- traumatic brain injury
- developmental delay (Birth to age 7)

[34 C.F.R. § 300.8(a)(1)(i) and Minn. Rule 3525.1325-1350 for state criteria for each
disability area and; 34 C.F.R. §§ 300.304-300.324 for federal procedures for evaluation and
reevaluation].

Criteria Checklists can be found:
(http://education.state.mn.us/MDE/SchSup/ComplAssist/Monitoring/Checklists/index.html)

**IEP/IFSP/IIIP**

Individualized education program (IEP) planning and individualized family service plan (IFSP)
planning are the processes of determining a child’s or student’s educational needs based on
assessment data and then completing a written statement, such as an IEP or IFSP, that is
developed, reviewed and revised by a team of individuals. The team must consist of the
required individuals as specified in state and federal law.
Each IEP or IFSP describes the educational program designed by the team to meet the child’s or student’s unique needs and must contain specific information about the child or student, as required by state and federal law. The district has a responsibility to ensure an IEP or IFSP is in effect for each eligible child or student and that it is implemented as soon as possible after the team meeting. The IEP and IFSP must be reviewed at least annually to determine whether the annual goals for the child or student are being achieved.

The district must also provide special education and related services to an eligible child or student in accordance with the IEP or IFSP and make a good faith effort to assist the child or student to achieve the goals and objectives listed in the IEP or IFSP.

**Individual Interagency Intervention Plan (IIIP)**

Individual interagency intervention plan (IIIP) means a standardized written plan describing those programs or services and the accompanying funding sources available to eligible children with disabilities [Minn. Stat. § 125A.023, subd. 3(c)].

A standardized written plan means those individual services or programs available through the interagency intervention service system to an eligible child other than the services or programs described in the child’s individual education plan or the child’s individual family service plan [Minn. Stat. § 125A.023, subd. 3(f)].

**Goals and Objectives**

The individualized special education program plan for each child with a disability must include a statement of measurable annual goals, including benchmarks or short-term objectives, related to meeting the child’s needs that result from the child’s disability to enable the child to be involved in and progress in the general curriculum (i.e., the same curriculum as for nondisabled children), or for preschool children, as appropriate, to participate in appropriate activities; and meeting each of the child’s other educational needs that result from the child’s disability [34 C.F.R. § 300.320(a)(2) and Minn. Rule 3525.2810, subp.1A(2)].

**Adaptations and Accommodations**

The IEP must also include a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable to be provided to the child or on behalf of the child. The IEP must also include a statement of the program modification or support for school personnel that will be provided to enable the child to advance appropriately toward attaining the annual goals. Adaptations and accommodations should enable the child to be involved and make progress in the general curriculum, to participate in extracurricular and other nonacademic activities and to be educated and participate with other children with disabilities and nondisabled children [34 C.F.R. § 300.320(4)]. The term supplementary aids and services means aids, services and other supports that are provided in general education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with LRE and placement regulations (34 C.F.R. § 300.42). Aids means equipment, devices and materials, and curriculum adaptations, which enable a child to achieve satisfactorily in the general classroom (Minn. Rule 3525.0210, subp. 3).

**Indirect Services for a Pupil With a Disability in the General Education Classrooms or**
Settings
“Indirect services” means special education services which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with the pupil to monitor and observe. Indirect services may be provided by a teacher or related services professional to another regular education teacher, special education teacher, related services professional, paraprofessional, support staff, parents, and public and non-public agencies to the extent that the services are written in the pupil’s IEP or IFSP (Minn. Rule 3525.0210, subp. 27).

Direct Services for a Pupil With a Disability in the Special or General Education Classrooms or Settings
“Direct services” means special education services provided by a teacher or a related service professional when the services are related to instruction, including cooperative teaching (Minn. Rule 3525.0210, subp. 14).

Service Coordination
The district shall assign a teacher or licensed related service staff who is a member of the child’s IEP team as the child’s IEP manager to coordinate the instruction and related services for the child. The IEP manager’s responsibility shall be to coordinate the delivery of special education services in the child’s IEP and to serve as the primary contact for the parent. A district may assign the following responsibilities to the child’s IEP manager: assuring compliance with procedural requirements; communicating and coordinating among home, school and other agencies; coordinating general and special education programs; facilitating placement; and, scheduling team meetings (Minn. Rule 3525.0550).

School Social Work Services for students With Disabilities
The purpose of this section is to provide guidance to the school social worker when participating as part of the team that delivers special education and related services to children with disabilities. School social workers who work with children and youth with disabilities must know and understand special education laws and regulations in order to provide effective social work services to children with disabilities and their families.

The Individuals with Disabilities Education Improvement Act (IDEA 2004) states that social work services in schools include:
(i) Preparing a social or developmental history on a child with a disability; (ii) Group and individual counseling with the child and family;
(iii) Working in partnership with parents and others on those problems in a child’s living situation (home, school, and community) that affect the child’s adjustment in school;
(iv) Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
(v) Assisting in developing positive behavioral intervention strategies (34 C.F.R. § 300.34(c) 14).

There are three essential social work functions evident in this definition: evaluation and assessment; individualized program planning and intervention; and, service coordination and case management.

Evaluation and Assessment
A comprehensive educational evaluation is a process that is designed to provide decision-makers with the information they need to determine:

a) if the student has a disability and needs special education and related services, and, if so, b) an appropriate educational program for the student.

The evaluation process involves gathering assessment data that is relevant to the child’s functioning and development from multiple sources and in all areas of suspected disability.

The evaluation is the foundation upon which appropriate special education programming can be designed. It also identifies the related services a student will need in order to benefit from the specialized instruction provided by special education. The assessment data helps determine the instructional strategies that are most effective and provides baseline information upon which future progress is measured.

The School Social Work Role in Evaluation and Assessment

Social Developmental History
IDEA describes the social developmental history as a core function for a school social worker in the evaluation process for a child with a disability. School social workers conduct a developmental and social history with the child and family to gather information needed to determine whether the child is eligible for special education services.

(Chapter V: Student Evaluation and Assessment Procedures in this guide provides an overview of the assessment and evaluation processes used by school social workers. p. 37)

Family Engagement
School social work assessment that includes a social history interview with the family produces significantly more data about a child’s strengths and special needs from the family perspective. School social workers are professionally trained to engage with families in problem-solving. The school social worker often acts as the liaison between the school and family. The school social worker supports and empowers families to ensure that family information is included in the decision-making process.

Functional Behavior Assessment
Research has demonstrated the effectiveness of special education program planning when data from a functional behavioral assessment is used. NASW’s Standards for Social Work Services promote the use of a functional approach to assessment from an ecological perspective. School social workers use a functional approach to analyzing a child’s behavior as a strategy for understanding and determining student needs.

(Chapter II: School Social Work Practice in this guide provides a link to the NASW Standards for Social Work Services; page 18) (Chapter V: Student Evaluation and Assessment Procedures in this guide provides an overview of the FBA procedures used by school social workers; page 40)

Individualized Program Planning and Intervention
The IEP is a written statement of the child’s present levels of academic achievement, functional performance and developmental level. The IEP team determines how the child’s disability
affects the child’s involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children) [34 C.F.R. § 300.320(a)(1)].

Part of developing the IEP includes specifying “the special education and related services and supplementary aids and services… to be provided to the child or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child.” [34 § C.F.R. 300.320(a)(4)].

Based on the evaluation results, the IEP team discusses, decides upon and specifies the special education and related services that a child needs. Making decisions about how often a related service will be provided, where and by whom is also a function of the IEP team. The IEP team looks carefully at the evaluation results and decides which measurable goals, adaptations and accommodations are appropriate for the child.

Once the IEP team has determined which related services are required to assist the student to benefit from his or her special education, these services must be listed on the IEP. The IEP must also specify when the services will begin, the anticipated frequency, location and duration of the services and modifications [34 C.F.R. § 300.320(a)(7)].

Needed adaptations are written into a child’s IEP. Adaptation refers to both accommodations and modifications needed to help a child benefit from specialized instruction. Adaptations vary depending upon the individual needs of the child and circumstances such as age, disability and setting. For a child with a disability, both accommodations and modifications must be available. The accommodations or modifications are chosen based on the evaluation data regarding the child’s individual learning style and how the disability affects the child’s school performance.

An accommodation allows the student to complete the same assignments or test as other children, but with changes in time, format, setting and/or presentation. The adjustment does not change the rigor of the work. The child’s scores would be comparable to the rest of the students.

A modification is an adjustment to the assignment or test that changes the standard for a child. A modification alters what is expected of the student. The child may do part of the required assignment or use a text that is at the student’s reading level. The IEP is a written commitment for the delivery of services to meet a student’s educational needs.

**The Role of the School Social Worker in Developing an IEP**

School social workers provide many of the related and supportive services that are necessary to help a child with a disability benefit from their special education program. When the school social worker provides a direct or indirect service to the child, it is important that the social work services be tied directly to an IEP goal and need identified in the evaluation report (ER). Goals and objectives in a student’s IEP focus on the skills and behaviors the student needs to learn in order to be involved and progress in the general curriculum. Goals are broad statements which describe what a student can reasonably be expected to accomplish within a twelve-month period of time in a special education program. The need for a related service is determined on a case-by-case basis.
IDEA specifically assigned these duties to school social workers:

- Group and individual counseling with the child and family;
- Working in partnership with parents and others on those problems in a child’s living situation (home, school and community) that affect the child’s adjustment in school;
- Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and,
- Assisting in developing positive behavioral intervention strategies [34 C.F.R. § 300.34(c)14].

School Social Work Services on the IEP

School social workers provide direct services to a child with a disability if it is determined to be a necessary service related to the students’ disability and needed for the child to make progress on the IEP. Direct services are tied directly to an IEP goal and are measurable in order to determine student progress toward achieving the goal. Counseling services and positive behavior interventions and supports are examples of direct services that school social workers provide to students in the educational setting. Social work services in schools should be reflected on the services grid on the IEP document.

Counseling Services are services provided by a qualified social worker, psychologist, guidance counselor or other qualified personnel (34 C.F.R. § 300.34).

(Chapter VI: School Social Work Services in this guide defines and provides resources for counseling services; page 59)

Positive Behavior Interventions and Supports (PBIS)

The IEP team shall, in the case of a child whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior [34 C.F.R § 300.346(a)(2)(i) and Minn. Rule 3525.2810, subp. 2B(1)].

(Chapter VI: School Social Work Services in this guide defines and provides resources for PBIS; page 80)

Adaptations

The indirect school social work services provided to a child with a disability can be listed as part of the Adaptations in General and Special Education section of the IEP. Listed are a few examples of adaptations commonly listed on a student’s IEP.

Social work services such as:

- Crisis Intervention;
- Family Support Services (see parent counseling and training below); and,
- Brief, solution-focused intervention (social problem-solving, anxiety reduction support, etc).

Parent counseling and training means assisting parents in understanding the special needs of their child:

- Providing parents with information about child development; and
• Helping parents to acquire the necessary skills that will allow them to support the implementation of their child’s IEP or IFSP.

Parent counseling and training is an important related service that can help parents enhance their ability to support and understand their child with a disability.

**Service Coordination and Case Management**

The process of finding and accessing appropriate and available services in the community for a child and family with needs is a specialty of the school social worker.

IDEA states that “the district shall assign a teacher or licensed related service staff who is a member of the pupil’s IEP team as the pupil’s IEP manager to coordinate the instruction and related services for the pupil. The IEP manager’s responsibility shall be to coordinate the delivery of special education services in the pupil’s IEP and to serve as the primary contact for the parent. A district may assign the following responsibilities to the pupil’s IEP manager: assuring compliance with procedural requirements; communicating and coordinating among home, school and other agencies; coordinating regular and special education programs; facilitating placement; and scheduling team meetings (Minn. Rule 3525.0550).”

**The School Social Work Role as a Service Coordinator and Case Manager**

School social workers are professionally trained to identify, mobilize and coordinate community resources and services to help a child and family receive the services that are needed to help a child and his or her family.

Service Coordination and case management are similar functions:

• Assisting and educating individuals and families in identifying available services and making informed decisions about the services they want and need;

• Coordinating services across multiple programs, agencies, case managers and assessments;

• Supporting the overall system in meeting the needs of the child and family; and,

• Assuring that the families have information regarding services, advocacy and rights.

School social workers are trained in a strengths-based ecological model to help children and families reduce the barriers that are causing problems in their lives. The primary goal of service coordination is to make services more effective for the child and family (MNSIC Fall Newsletter, 2001).

**Section 504 of the Rehabilitation Act**

Section 504 of the Rehabilitation Act is a federal civil rights statute that assures individuals that they will not be discriminated against based upon their disability. Any learner with a disability is protected, whether or not they receive special education services. Because all school districts receive federal funding, they are responsible for implementation of this law.

Section 504 Manual “Meeting the Needs of Learners” is available at: http://www.education.state.mn.us/MDE/StuSuc/StuRight/Sect504/
Minnesota Department of Education (MDE) Resources

Due Process Forms
Due process forms are used to help school districts stay in conformance with federal and state laws and regulations by providing forms that reflect all of these requirements. The recommended special education due process forms include: information on parents’ and students’ rights and due process options, as well as documents a district may choose to use to communicate with the parent, track a student’s progress and create and maintain Individualized Education Programs. Forms in different languages are also available http://education.state.mn.us/MDE/SchSup/ComplAssist/Forms/

Discipline
The Pupil Fair Dismissal Act sets out the procedures for districts to follow when suspending or expelling/excluding students from school http://education.state.mn.us/MDE/StuSuc/StuRight/StuDisc/StuFairDisAct/index.html

Cultural and Linguistic Diversity
MDE has developed several resources to assist parents and special educators in working with students who are culturally, linguistically and/or racially diverse and who may be in need of special education services:

- Reducing Bias in Special Education Assessment for American Indian and African American Students http://education.state.mn.us/MDE/SchSup/SpecEdComp/DispropRes/

Statewide Assessment for Students with Disabilities
To comply with the federal requirements of the Individuals with Disabilities Education Act ‘04 and the No Child Left Behind Act, all Minnesota students, including students with disabilities, must participate in statewide assessments: Minnesota Comprehensive Assessments (MCA-II) and/or the Minnesota Comprehensive Assessments- Modified.

Determinations about how an individual student with a disability will participate in statewide testing must be made by the Individual Education Program (IEP) team. The determinations will vary by student and may include a combination of the two tests. For example, a student may take the Minnesota Comprehensive Assessment (MCA-II) in math – with or without accommodations – but take the MCA- Modified in reading.

Directions and report forms for the Minnesota Alternate Assessments and guides, by subject and grade level (including individual decision making process) to assist IEP teams in determining the most appropriate assessment for each student including the MTAS Eligibility Requirements http://education.state.mn.us/MDE/SchSup/TestAdmin/MNTests/index.html

Secondary Transition
Access information to enhance, develop and support effective secondary transition programs and services for youths with disabilities ages 14-21. For current Minnesota rule language regarding secondary evaluation, planning and services, see Minnesota Rule 3525.2900.

**Third Party Reimbursement**

Minnesota Department of Education offers parents and educators information, forms, tools and data about accessing third party revenue for Individual Education Program health-related services and the Health Insurance Portability and Accountability Act (HIPAA) as it relates to schools. The Minnesota Legislature has mandated that all schools in Minnesota must seek payments from “third parties” when the cost of services given by the district are covered by a student’s public or private health plan. A key resource for school administrators about these changes can be found on [http://education.state.mn.us/MDE/SchSup/SchFin/SpecEd/StateFund/index.html](http://education.state.mn.us/MDE/SchSup/SchFin/SpecEd/StateFund/index.html)

**References**

Chapter 8

Children's Mental Health

This chapter looks at:

- School-based mental health supports and services
- School-based and school-linked social work services
- Mental health diagnosis and treatment planning
- Collaboration and intervention
- Web-based resources
- Coordinated services
- Third party billing
Chapter 8: Children's Mental Health

Objective
To describe the role school social workers have in identifying, providing treatment, and coordinating services for children and youth with mental health disorders.

Introduction
Both special education and general education students may present with mental health problems ranging from difficulty adjusting to a new school or a family change, to bullying behaviors, to more serious psychiatric and developmental disorders. Addressing students' mental health needs plays a critical role in improving their academic performance. School social work services such as individual or group counseling, referrals and developing behavior intervention plans are aimed at addressing mental health needs of students. School social workers may conduct mental health screenings as a required component of Social/Emotional/Behavioral evaluations for special education. All students who meet eligibility criteria for Emotional/Behavioral Disorder must have a mental health screening as part of their evaluation.

As licensed mental health professionals and practitioners employed by school districts, school social workers provide a valuable service to both students/families. School social workers also provide a service to school staff members (teachers, administrators, paraprofessionals) that may have little training and experience in the area of children's mental health. School social workers provide information about mental illness to school staff in many informal ways. By acting as “translators” with teachers and administrators, social workers are able to help staff understand a student’s behavior as it relates to their mental health disorder. School social workers also work cooperatively with teachers and other staff to develop interventions for those students at school to help accommodate for their disability.

“A Teacher’s Guide to Children’s Mental Health” published by the Minnesota Association for Children’s Mental Health can be a valuable resource for helping teachers and administrators understand common mental health disorders in children.

School social workers should familiarize themselves with resources available in the community for students and families who may need mental health services outside of school. For students with severe emotional disturbance (SED), school social workers may make a referral to the local county system for case management services. Given their training and standards, school social workers are uniquely positioned within the school community to provide coordination of services to students and their families. They are an integral part of the school team, and they understand school, family and social systems. School social workers focus on both internal and external factors that influence learning. They are skilled in bringing diverse individuals or groups together and fostering an environment that is safe and respectful.

Some school districts require school social workers to document and bill a third party for mental health services they provide to special education students that have social work as part of their Individual Education Program. These social workers may be involved in completing diagnostic
assessments, provide individual or group skills training and supervise paraprofessionals that provide personal care services to students.

**School-Based Mental Health Supports and Services**

Schools have a long history of providing mental health supports and services to children and youth. The term “school-based mental health supports and services” is understood to mean any mental health supports and services delivered in a school setting. Mental health and other health-related problems left untreated can have a negative effect on learning and school performance. There are various programs and initiatives in the education setting that have been developed for purposes of prevention, promotion of positive social and emotional development in children, early intervention, crisis intervention and referral for mental health diagnosis and treatment. Student support service programming in schools addresses a range of concerns (e.g., school adjustment, attendance problems, dropout prevention, abuse, relationship difficulties, emotional upsets, delinquency and violence). National estimates indicate that 70-80 percent of children and youth with diagnosed mental health disorders receive mental health services from the school, and for many, the school system in their sole source of care (Rones & Hoagwood, 2000).

According to the American Academy of Family Physicians (2019), 1 in 6 U.S. children between the ages of 6 and 17 have at least one diagnosable mental health disorder. Mental health disorders in children and youth put them at increased risk for poor school performance, delinquency, early pregnancy, substance abuse and violence (Minnesota Department of Human Services, 2000).

**Three-Tiered Model of Mental Health Supports and Services**

![Three-Tiered Model of Mental Health Supports and Services](image)

- **Intensive, individualized interventions for students that may have diagnosed mental health disorders.**
- **Targeted group / individual interventions for at-risk students.**
- **School-wide systems of support for all students to prevent onset of emotional or behavioral challenges.**
School-wide systems of support for all students to prevent onset of emotional or behavioral challenges. Schools have developed many strategies to meet the mental health needs of their students. The three-tiered model for school-based mental health supports and services refers to the full continuum of programs and services that encompass efforts to promote positive development, prevent problems, respond as early-after-onset as feasible and to offer access to and coordination of diagnostic and clinical mental health treatment services. In an integrated service system, student support services personnel (school social worker, school psychologist, school nurse and school counselor) services are embedded with the instructional efforts of the school. This personnel promotes healthy development and serves as the link to community-based resources.

The logic of this three-tiered approach is derived from the public health approach to disease prevention. Primary school-wide prevention is provided to all students and focuses on giving students the necessary pro-social skills that prevent the establishment and occurrence of problem behavior. Schools that implement school-wide systems of mental health supports and services increase their capacity to support students who present challenges by shifting away from solving behavior problems through traditional responses such as suspension and exclusion.

Some students will be unresponsive or unsupported by school-wide prevention strategies, and more specialized interventions will be required. Secondary or targeted group/individual interventions are characterized by instruction that is more specific and more engaging. The goal of targeted intervention is to reduce or prevent the likelihood of problem behavior occurrences by students identified as at-risk. Early identification for students with or at risk for mental health disorders followed by early intervention can mitigate the severity and duration of these problems and reduce personal, social, educational and financial costs to the student, and family, as well as the education and health systems. At the secondary level, building teams begin to analyze data on individual students and groups of students with similar needs in order to provide more individualized and targeted instruction and intervention. A small proportion of students will require highly individualized and intensive interventions. The goal of tertiary level interventions is to reduce the intensity, complexity and impact of the diagnosed mental health disorder by providing supports that are appropriate and person-centered and coordinated with community-based services. Wraparound and interagency planning are common at the tertiary level. Student support staff will have a significant role in the implementation and viability of the three-tiered model of mental health supports and services in Minnesota Schools.

References


### School-Employed and School-Linked Social Work Services

School-employed (school based) social workers are hired by the school district to provide services, including mental health services to students and families, such as prevention, assessment, treatment and coordination and collaboration. School-linked or co-located social work services (contracted) are social workers hired by an outside community agency to provide supplemental services in the school setting. Both school social workers and community social workers are licensed by the Minnesota Board of Social Work and are licensed mental health professionals or practitioners. School-based social workers are also licensed by the Minnesota Department of Education.

There are many factors that must be considered when contracting for an outside agency to provide school linked services. Some factors may include confidentiality, on site supervision, billing and available office space. It is important to recognize that school social workers adhere to the same code of ethics, including confidentiality that agency social workers must follow. School- employed social workers, as members of the school team, may provide mental health services to all students, including therapy. A school social worker who holds a Masters Degree in Social Work and is a Licensed Independent Clinical Social Worker can bill a third party for mental health services provided in the schools. School- linked social workers may provide specific mental health services such as a mobile team completing assessments or grief and loss groups. It is extremely important that school-employed social workers are involved with the discussions, contracting and implementation of school- linked social work services. This will help ensure that services are not duplicated and that effective collaborations between schools and community agencies will flourish. It is also important to note that school-based social work services can provide continuity of care since they are available during the school day for crisis and other non-scheduled events.

### Mental Health Diagnosis and Treatment Planning

School social workers are often consulted about students who have been diagnosed with mental illnesses or when there is a concern that a mental illness that has not been diagnosed exists. School social workers who are licensed at the Licensed Independent Clinical Social Worker (LICSW) level may be involved in diagnosing students in schools. At other times, diagnosis of a mental illness is done outside the school setting by other mental health professionals in the community. In such a situation, the school social worker often performs a case management role for the student and family within the school setting, communicating with
the various other professionals who also work with the student outside the school and with the members of the Individual Education Program (IEP) team within the school setting.

In the role of case manager, the school social worker is frequently the person who serves to explain the diagnosis to members of the interdisciplinary team and helps them understand the illness, the diagnosis and best practices for intervention. The Diagnostic and Statistical Manual of Mental Disorders, DSM-5, is commonly used for diagnosis of mental disorders.

The school social worker should remain current on best practices for treating the mental health disorders likely to arise in the setting in which he or she works and be able to help the IEP team determine ways to help make the school-based interventions, as documented in the IEP, compatible with interventions the student may be receiving away from the school (such as hospitalization for the mental illness, medication, and/or therapy with a psychiatrist). Communicating with outside treatment sources often is best done by the school social worker, always after obtaining informed permission from the parent or guardian.

In some situations, county agencies provide additional mental health services for students with diagnosed mental illness and their families and the school social worker may also coordinate with the county services through collaborative teams that provide wraparound services to students. As a member of these “wrap” teams, the school social worker may also be the person to contact emergency mental health services should a crisis arise with the student during the school day. In the role of case manager, the school social worker communicates with family members about the services being provided and the student's progress at school and about changes in treatments and family situations that may arise. When the IEP team determines that mental health services are needed and appropriate, the school social worker may be one of the providers of mental health services within the school setting, including crisis intervention and individual or group skills training.

References

Children’s Mental Health Collaboration - Intervention

School social workers are in a unique position given their skills in social work and their location within schools to facilitate collaboration with teachers, parents and community services to meet the mental health needs of students at school. For 100 years, school social workers have been the link between school, home and community resources in the effort to reduce barriers to school access and achievement for all students. School social workers combine their case management skills with their knowledge about children’s mental health prevention, identification and treatment to increase services to students with mental health needs at school through collaboration. As school-based mental health providers, school social workers have greater natural access to students, staff and parents than other community services. This greater natural access increases student access to mental health diagnosis, treatment, referral and coordination of services across home, school and community. Coordinated services and school-based mental health services improve outcomes for students with mental health needs. Working in collaboration with school social workers promotes children’s mental health and school-wide social emotional learning interventions, provides in-service training on recognizing
signs and symptoms of mental health needs in children, facilitates early identification and treatment, develops needed supports and services and consults with teachers on how to understand and apply therapeutic strategies within the classroom that target the emotional and behavioral needs of the student. Through consultation and collaboration, a school social worker increases staff confidence, skills and sense of control in implementing emotional and behavioral interventions for differing mental health needs. Increased staff skills in implementing strategies for emotional and behavioral needs helps students generalize therapeutic skills learned during specialized services to school environments, playground, classroom, bus, hallways and lunchroom.

Working in collaboration with school social workers helps parents recognize signs and symptoms of mental health needs, connect and access school and community supports and services; interpret diagnostic and treatment information, understand emotional and behavioral needs; develop skills and confidence in implementing strategies and interventions at home, and coordinate school and community resources. Parents gain confidence with an increased understanding and skill in applying strategies for the emotional and behavior needs of their child. When home and school collaborate and coordinate strategies the student is helped to generalize therapeutic skills across environments which improves outcomes for students with mental health needs.

Wraparound planning is a collaborative intervention approach utilized by school social workers to coordinate home, school and community resources for students with emotional and behavioral needs. Wraparound increases a student’s chance of school success through additional resources and supports that are coordinated through a team process. The Wraparound approach is a child and family strength-based needs-driven process that utilizes both formal and informal resources. The Wraparound team is identified by the family and often is composed of children, family, friends, natural supports, teachers, agency service providers, and other significant persons in the child’s life. This team works together to create an individualized service plan. The Wraparound plan reflects child-family strengths, sets goals and implements strategies utilizing formal and informal resources across school, home and community. Wraparound goals have measurable outcomes and are monitored on a regular basis. School social workers can act as resource coordinators and facilitate the wraparound process or participate as a team member through their school involvement with the student and family.

School social workers work in collaboration with other community agencies to identify and develop resources to address the unmet mental health needs of children, reduce fragmentation of mental health services for school age children and reduce barriers to treatment and care. As school-based mental health providers, school social workers coordinate any school linked mental health services provided through their school.

References


Web-Based Resources

Mental Health: A Report of the Surgeon General:  
President's New Freedom Commission on MH: Report to the President: Executive Summary

President's New Freedom Commission Report:  
President's New Freedom Commission on MH: Report to the President: Executive Summary

Fact Sheets about Mental Health Disorders

Minnesota Association for Children’s Mental Health: Mental Health Fact Sheets in English and Spanish Early Childhood Mental Health Fact Sheets [www.macmh.org](http://www.macmh.org)

Minnesota Department of Human Services Link to Fact Sheets on Anxiety, Depression, Autism, ADHD, Conduct Disorder in English, Spanish, Vietnamese, Somali and Hmong:  

National Alliance on Mental Illness (NAMI) Fact Sheets: [http://mn.nami.org/info.html#facts](http://mn.nami.org/info.html#facts)

National Institute of Mental Health Health Information Quick Links: Brochures and Fact Sheets

National Association of School Psychologists (NASP) Fact Sheets and position papers:  
[http://www.naspcenter.org](http://www.naspcenter.org)


Being Alert to Indicators of Psychosocial and Mental Health Problems UCLA School Mental Health Project/Center for Mental Health in Schools: [http://smhp.psych.ucla.edu/](http://smhp.psych.ucla.edu/)
(Search Resource Aid Packets: Screening/Assessing Students: Indicators and Tools)

Parent/Family Resources: Children’s Mental Health Network  
Children's Mental Health Network: Home

Parent/Family Resources: Minnesota Association for Children’s Mental Health:  
[www.macmh.org](http://www.macmh.org)

Parent/Family Resources: National Alliance for the Mentally Ill-Minnesota:  
[NAMI Minnesota: Home Page](http://www.nami.org)

Parent/Family Resources: PACER Center: Parent Advocacy Coalition for Educational Rights  
[http://www.pacer.org](http://www.pacer.org)
Resource Mapping

School Mental Health Project /Center for Mental Health in the Schools:
http://smhp.psych.ucla.edu/
(Search: Technical Aid Packets-Resource Mapping)

Evidence-based Practices

Center for Early Education and Development University of Minnesota:
http://education.umn.edu/ceed/


The Collaborative for Academic, Social and Emotional Learning

CASEL: http://www.casel.org/home/index.php

Intervention Central: http://www.interventioncentral.org


Links to Other Web Resources

Center of Excellence in Children's Mental Health: University of Minnesota: www.cmh.umn.edu

Center for School Mental Health Assistance: http://csmh.umaryland.edu/index.html

Minnesota Department of Health: Minnesota Children with Special Health Needs: https://www.health.state.mn.us/

Minnesota Department of Human Services Children’s Mental Health: https://mn.gov/dhs/people-we-serve/people-with-disabilities/health-care/childrens-mental-health/

National Early Childhood Technical Assistance Center:
https://www2.ed.gov/about/oder/oevodl/technical-assistance.html

National Technical Assistance Center for Children’s Mental Health Georgetown University Center for Child and Human Development: https://gucchd.georgetown.edu/

Research and Training Center on Family Support and Children’s Mental Health Portland State University: http://fsrtc.ahslabs.uic.edu/

Research and Training Center for Children’s Mental Health:
http://rtckids.fmhi.usf.edu/default.cfm

The American Indian Health web site is an information portal (links to many other Native websites) to issues affecting the health and well-being of American Indians:
https://www.ihs.gov/ihcia/
Position Paper: The Role of School Social Workers in Coordinated Services

By Debra Schreiner-Brecht, Kathy Lowry, Anne McInerney and Pat Juaire, Minnesota School Social Work Association, Cindy Shevlin-Woodcock, Minnesota Department of Education

The National Association of Social Workers (Standard #14) states: “social workers as systems change agents shall identify areas of need (and) work collaboratively to create services.” It is the position of the Minnesota School Social Work Association that school social workers are uniquely qualified and positioned to mobilize the resources of local education and community agencies, working across systems to meet the needs of students and families.

History of Social Work

Social work history is rich with examples of coordinated services. In the early 19th century, social workers worked with immigrant families in large industrial cities to develop needed services. This was accomplished through collaboration and coordination with school and community leaders, politicians, clergy, and employers. Social work services at school began when “visiting teachers” made home visits to parents and their students. This communication resulted in better attendance and school success. School social workers today continue this rich tradition, with a central focus on coordination of services. Training and standards of practice provide the framework that defines this role.
**Social Work Training and Standards of Practice**

Minnesota school social workers have a Bachelor’s or Master’s Degree in Social Work, and are licensed by both the Board of Teaching and the Board of Social Work. Professional preparation and experience in problem-solving, systems theory, empowerment perspective, and strengths-based approach gives school social workers the training necessary to facilitate the coordination of services for students and their families.

Social workers follow standards of practice determined by the National Association of Social Workers (NASW). Several standards, including #14 in the opening paragraph, speak to the role of social workers in collaboration and coordination of services. Standard #9 states, “social workers shall work collaboratively to mobilize the resources of local education and community agencies to meet the needs of students and families.”

IDEA, the Individuals with Disabilities Act, states that school social work services include “mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program” and that school social workers “work in partnership with parents and others on those problems in a child’s living situation (home, school, and community) that affect the child’s adjustment to school.”

Finally, one of eight objectives in Minnesota Statute 125A.023 states that school social workers should “coordinate multidisciplinary evaluation and assessment of children with disabilities.”

**How School Social Workers Provide Coordination of Services**

Given their training and standards, school social workers are uniquely positioned within the school community to provide coordination of services to students and their families. They are an integral part of the school team, and understand school, family, and social systems. School social workers focus on both internal and external factors that influence learning. They are skilled in bringing diverse individuals or groups together, fostering an environment that is safe and respectful.

The coordination of services begins when the school social worker learns of a student experiencing difficulties at school. The school social worker then provides leadership to:

1) Help determine the area(s) of concern affecting school progress. At this point the student may begin to receive individual or group counseling/therapy with the school social worker.

2) Identify school personnel, family members, and/or agencies who could be helpful as part of a collaborative team.

3) Bring the identified team together to facilitate communication and joint planning in identifying strengths and areas of concern, goals, strategies, including the active role of each team member in supporting the plan.

4) Work to create resources and/or services that are not yet available.

5) Monitor the action plan by communicating with team members.

6) Call a meeting of the team to share information, evaluate progress of plan, and make necessary changes.

**Conclusion**

School social workers are trained, qualified professionals who work with families and communities to coordinate services across systems. These services are necessary to help
children and youth achieve success in the academic setting, secure future employment, and promote good citizenship. School social workers are an integral part of the interagency service system in every community.

**Third Party Billing**

School social workers may be involved with a school district's efforts to seek third party reimbursement for mental health services and/or personal care services provided to students. This is a brief summary of the school social workers role in third party billing.

**Legislation Mandating Third Party Billing**
Section 411(k)(13) of the Medicare Catastrophic Coverage Act of 1988 (P.L. 100-360) and amended section 1903(c) of the Individuals with Disabilities Education Act (IDEA) permit Medicaid payment for medical services through the IEP. Since July 1, 2000, Minnesota Statute 125A.21 mandates that school districts seek reimbursement from insurers and similar third parties for IEP health-related services. Receiving payment for an IEP health related service requires that a student meet eligibility for special education. IEP health related services include speech therapy and audiological services, occupational therapy, physical therapy, mental health services, nursing, paraprofessional services, special transportation services, oral language interpreters and assistive technology devices.

**Mental Health Services and School Social Work as an IEP Health Related Service**

Since the legislation above was passed, several school districts have developed procedures allowing them to receive third party reimbursement for IEP health related services. Mental health services are identified as billable IEP health related services. Mental health services that are eligible for reimbursement as IEP health related services are individual and group skills training, crisis assistance, psychological testing and IEP evaluations. IEP evaluations are billable only if completed by a mental health professional or school psychologist and psychological testing is only billable when completed by a licensed psychologist. Skills training and crisis assistance are eligible for reimbursement when provided by a mental health professional (e.g. a school social worker licensed as a LICSW) or a mental health practitioner under the clinical supervision of a mental health professional. In order to receive third party payment for skills training and crisis assistance, a student must meet the criteria for emotional disturbance (ED), severe emotional disturbance (SED) or serious and persistent mental illness (SPMI). One component of meeting this criterion is completion of a diagnostic assessment that is completed initially and updated annually.

When school social work service is listed as a related service on the service grid and in the adaptations section of an IEP, these direct services may be eligible for third party reimbursement. Many school social workers complete special education evaluations and provide special education students with crisis assistance. Many of these services are eligible for third party reimbursement. School social workers licensed at the LICSW level, may also provide supervision to paraprofessionals providing billable personal care services to students. For a complete description of billable services and requirements, reference the Minnesota Department of Human Services website for IEP Program Providers at www.dhs.state.mn.us/provider/iep. The IEP Technical Assistance Guide provides school districts with information needed to seek third party reimbursement for all IEP health related services.
Chapter 9

Associations and Professional Resources

This chapter looks at:

- Minnesota School Social Workers’ Association
- Midwest School Social Work Council
- School Social Work Association of America
- National Association of Social Work
- Council for Exceptional Children
Chapter 9: Social Work Professional Association and Professional Resources

Minnesota School Social Workers Association
The Minnesota School Social Workers Association (MSSWA) is a politically responsive, statewide organization committed to the improvement of the school social work profession and to the well being of children and their families. This is accomplished by networking with other professional organizations, providing leadership, gathering and disseminating information, and advocating for children.

Ten Reasons to Join MSSWA:

1. Belong to a politically responsive, state-wide organization committed to the improvement of the school social work profession and to the well being of children and their families.
2. Support your MSSWA’s lobbyist at the legislative level advocating for school social workers.
3. Receive discounts on relevant, high quality conferences sponsored by MSSWA.
4. Know your MSSWA elected colleagues are working for you by partnering with related organizations such as the Department of Education and Education Minnesota.
5. Be part of a forum for communication and networking specific to the profession of school social work.
6. Get current news through email, our printed fall newsletter and our three electronic quarterly newsletter.
7. Access to a user friendly website with great resources, including the school social work manual, student record keeping database, as well as additional powerpoint presentations.
8. Your membership is a way to demonstrate strength in the political arena and is seen by some as a professional responsibility.
9. Receive school social work job opportunities throughout the state of Minnesota.
10. It’s a bargain at only 18 cents a day!

Your membership is a way to demonstrate strength in the political arena and is seen by some as a professional responsibility. With every School Social Worker in the state of Minnesota joining the movement and providing quality services to Minnesota students, we can make a difference!

MSSWA Publications/Resources available include:
- Scope of Practice Position Paper Scope of Practice
- Educational Model of Mental Health by Anne Garity, PhD
- Early Warning Signs of Mental Health Disorders Early Warning Signs
- **MSSWA Bullying Prevention Powerpoint presentation for practitioners to train your staff.
- **MSSWA – A detailed overview of the MSSWA organization.
- **New School Social Work Must Knows
Midwest School Social Work Council
The Midwest School Social Work Council is a coalition of eleven Midwestern state associations (Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, Ohio, and Wisconsin) for school social workers. The Council consists of the eleven state presidents, their respective state consultants (if one exists), and a state school social work practitioner.

The mission of the Council is to:
1. Actively support member state organizations;
2. Create and sustain a system of communication between member states and national school social work organizations;
3. Support the professional development of school social workers.

School Social Work Association of America

Our Vision: A School Social Worker in Every School

SSWAA offers a wealth of resources to guide the practice of school social work and to promote the profession:

- National School Social Work Practice Model
- National School Social Work Standards
- Ethical Guidelines for School Social Work
- National School Social Work SEL Standards
- Resolution Statements
- SSWAA National Evaluation Framework for School Social Workers
- SSWAA Workshop Series in partnership with Oxford University Press, titles to date include the following:
  - A New Model of School Discipline
  - Consultation Theory and Practice
Creating Trauma Informed Schools
Ethical Decision Making in School Mental Health
Evidence-Based Practice in School Mental Health
Family Engagement with Schools
Functional Behavior Assessment
School Bullying
School-Based Practice with Children and Youth Experiencing Homelessness
Solution-Focused Brief Therapy in Schools
The Domains and Demands of School Social Work Practice
The Dropout Prevention Specialist Workbook
Truancy Prevention and Intervention

Membership is available at tiered-levels, for more information on the benefits of membership and joining can be found here.

National Association of Social Work
The National Association of Social Workers (NASW) is the largest membership organization of professional social workers in the world, with 150,000 members. NASW represents all social workers and works to enhance the professional growth and development of its members, to create and maintain professional standards and to advance sound social policies.

Other resources available on the website include:
- NASW Standards for Cultural Competence in Social Work Practice Ethnicity & Race
- https://www.socialworkers.org/LinkClick.aspx?fileticket=1Ze4-9-Os7E%3d&portalid=0
- NASW Code of Ethics

Council for Exceptional Children (CEC)
The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities and/or the gifted. CEC advocates for appropriate governmental policies, sets professional standards, provides continual professional development, advocates for newly and historically underserved individuals with exceptionalities and helps professionals obtain conditions and resources necessary for effective professional practice.

Services provided:
- Professional development opportunities and resources
- 17 divisions for specialized information
- Journals and newsletters with information on new research findings, classroom practices that work, federal legislation and policies
- Conventions and conferences
- Special education publication
Chapter 10

Appendix

This chapter provides links to the following resources:

Confidentiality & Ethical Practice
- Confidentiality checklist
- FERPA and HIPPA Guidance
- SSWAA - School Social Work and The Privacy of Minors
- SSWAA - Supplemental Ethical Standards for School Social Work Practice

School Social Work Practice
- Overview of school social work services
- MSSWA school social work brochure
- MSSWA - scope of school social work practice
- NASW Standards for School Social Work Practice SSWAA
- SSWAA National School Social Work Practice Model
- Comprehensive list of scope of practice
- SSWAA - Role of the School Social Worker Brochure
- SSWAA - School Social Work Services

Social & Emotional Learning
• Compendium of Preschool Through Elementary School Social-Emotional Learning & Associated Assessment Measures
• Minnesota Department of Education social and emotional learning competencies
• SSWAA - National Standards for Social & Emotional Learning
• Tool for Social Emotional Learning

Tools for Practice
• Child developmental history
• ELL developmental history
• Helpful resources on trauma and building trauma informed schools
• Mental health screening matrix
• Normed/Criterion References Behavior Rating Scale
• Systematic observation standards
  ○ Duration recording
    ■ Duration recording form
  ○ Event recording
  ○ Interval frequency count form
  ○ Latency recording
  ○ Observation forms
  ○ Partial integral rating form
• Table of standardized assessments
• Understanding the key warning signs of mental health problems in children and adolescents
Confidentiality Checklist

☐ I have clarified my own personal and professional values.

☐ I have identified the primary stakeholders in the ethical issues.

☐ I have identified the primary competing values.

☐ I regularly provide ethical orientation to new clients.

☐ I obtain informed consent (and informed assent) to treatment.

☐ I have identified several courses of action.

☐ I obtain clinical consultation about difficult issues.

☐ I obtain legal advice about difficult issues.

☐ I am familiar with the laws regarding the treatment and rights of minors.

☐ I carefully consider the clinical implications.

☐ I make sure the decision is impartial, generalizable and justifiable.

☐ I review and document the process of decision-making.

☐ I always keep my personal written notes in a locked file cabinet.

☐ I always use a computer password to protect private electronic files.

☐ I always write public documents in clear, unoffensive language.
School Social Work Association of America
Resolution Statement

SCHOOL SOCIAL WORK & THE PRIVACY OF MINORS

Introduction
The NASW Code of Ethics does not distinguish between adults and minors as clients. This is especially problematic for school social workers, because the vast majority of students are minors. The purpose of the School Social Work Association of America (SSWAA) Ethical Guideline Series is to provide general principles for practice by school social workers. They are not intended to provide advice about specific situations nor should they be considered a substitute for ethical and/or legal consultation.

Ethical Issues

- What are the ethical and legal rights of minor students to privacy and confidentiality, self-determination, and informed consent?
- How should a school social worker resolve conflicts between the ethical and legal rights of minors in schools?
- What are the legal and ethical rights of parents/guardians to be informed of important activities their children are participating in?
- What ethical and legal responsibilities do school social workers have to parents/guardians, especially if they conflict with the wishes of their minor children?
- For what specific actions do parents need to be involved as third parties?
- Under what circumstances can and should school social workers share confidential, student-client information with parents and others?

How can school social workers make consistent, ethical decisions in the best interests of their clients when confronted with competing ethical values and interests?

Family Foundations

Families form the foundation of human relationships for children. Ideally, these relationships mature as children grow into adolescence and adulthood. Regardless, parents have legal and moral rights, roles and responsibilities for their children, which cannot be exercised and fulfilled unless they are cognizant of their children’s activities and needs. School social workers often work to empower parents with the knowledge and skills to act in the best interests of their children.

At the same time, part of healthy human growth includes the gradual development of autonomy from parents, in order for children to grow to become independent adults. Schools are an important environment in which that autonomy is developed as students move through elementary, middle and high school. That autonomy must necessarily extend into the social worker-client relationship, including privacy and confidentiality, self-determination, and informed consent, if that relationship is to be successful.

Legal Parameters

Many areas of social work deal with minors, including child welfare, alcohol and other drugs (AOD), mental health, and juvenile justice. Most states grant privacy and other rights to minors at certain ages for specific services. For instance, states may grant minors access to the services listed below (under specified conditions) without parental knowledge and/or consent:
- AOD assessment and treatment,
- Mental health assessment and treatment,
- Family planning services,
- Legal counsel in both juvenile and adult court proceedings, and
- Right to make life decisions in family and child welfare courts.

These kinds of rights may be tied to the minor being a minimum age, often 12 or 14 years old, as determined in state law. For the most part, states do not have similar legal guidelines regarding mental health services to students in schools. However, to the extent that school social workers provide parallel or similar services in schools, these age guidelines can serve as reference points in making ethical decisions about students’ rights to privacy. Adolescents, however, vary widely in their levels of maturity and decision-making skills, so age should not be the sole determinant for school social workers seeking to ethically balance minor students’ rights to privacy and parents’ rights to direct the activities of their children.

**Informed Consent**

Informed consent needs to be considered in both its ethical and legal contexts. Ethically, social workers are expected to obtain informed consent from their clients or their client’s authorized representative prior to providing services (NASW Code of Ethics - 1.03). From a legal standpoint, a minor is not considered capable of giving informed consent and the assumption is that a parent must authorize services for a minor, unless otherwise specified in law (see the Guttmacher Institute for states’ health-related consent laws).

Parents explicitly and implicitly authorize their children to attend school and to be involved in school activities. Consequently, it is important to review active vs. passive parental consent. Active consent involves notifying the parent of the proposed service for his/her child and obtaining the parent’s written consent prior to beginning that service. Passive consent involves the school annually notifying all parents of a service that is available to students and directs the parent to contact the school, if the parent does not want his/her child to receive those services. If procedures for passive parental consent are not established in local school district policy, school social workers would be wise to seek active consent under most circumstances.

Absent state laws that establish legal parameters for minors to consent for specific services, a student’s age, maturity, cognitive functioning, and mental health should be the primary considerations when developing guidelines regarding consent for counseling and other school social work services.

In order for consent to be informed, there are three general criteria:

- Consent is given with understanding, i.e., the student knows the risks and alternatives;
- Consent is given with competence, i.e., the student is not too young, is not cognitively disabled or mentally ill; and
- Consent is given voluntarily, i.e, the student has not been coerced or misled. (Advocates for Youth, 2007).

If a student is not able to give consent consistent with these three criteria, this should lead the school social worker to the conclusion that parental consent is necessary prior to the delivery of services.

**Professional Association Guidance**

Kopels & Lindsey (2006) have observed that school social workers sometimes receive contradictory guidance from different professional associations. Both the National Association of Social Workers (NASW) and the School Social Work Association of America (SSWAA) have issued position statements
regarding school social work and confidentiality. NASW’s position statement (1991) stresses the multiple parties to whom school social workers have responsibilities, i.e., the student, parents, school colleagues, and the greater community. In fact, the position statement refers to all of these parties as clients: The school social worker has ethical obligations to more than one client in any given situation. These clients include the student, parents, school personnel, and community.... This multiplicity of clients contributes to the complexity of decision making about confidentiality for school social workers.... The school social worker’s responsibility to maintain the students’ confidentiality must be balanced with the responsibility to the parents and to school administrators.

The School Social Work Association of America’s position statement (2001) acknowledges the school social worker’s responsibilities to the family and school-community, but it gives greater weight to the student as the primary client: Information should be shared with other school personnel only on a need-to-know basis and only for compelling professional reasons. Prior to sharing confidential information, school social workers should evaluate the responsibility to and the welfare of the student. The responsibility to maintain confidentiality also must be weighed against the responsibility to the family and the school community. However, the focus should always be on what is best for the student.

Recommendations to Guide Practice

1. School social workers should utilize an ethical decision-making model to help resolve ethical dilemmas (e.g., Raines, 2008 or Strom-Gottfried, 2008). They should employ the chosen model consistently when confronting ethical dilemmas and seek appropriate ethical or legal consultation when necessary.
2. School social workers should stay abreast of relevant state and federal laws about the rights of minors regarding such issues as AOD treatment, mental health, or sexual health.
3. School social workers should work to establish appropriate local school district policies to help guide practice across the helping professions.
4. School social workers should seek out creative, consensus or compromise decisions that include all vested constituencies (e.g., parents, school administrators, students & teachers).
5. School social workers should take steps to proactively avoid ethical dilemmas by orienting students to professional limitations and responsibilities related to minors on a regular basis.
6. School social workers should continue to be involved in professional development opportunities for ethical dilemmas and their clinical implications.
7. School social workers should consider how any decision might affect the primary parent-child relationship for the long-term.
8. School social workers should think about what is in the “best interests” of the student, especially potentially adverse consequences.
9. School social workers should ponder their own ethical/legal liability if someone is seriously harmed by their actions or inactions.
10. School social workers should consider the student’s age, cognitive functioning, emotional maturity, and mental health when evaluating the student’s competence to give informed consent and make decisions.
11. School social workers should contemplate if there are analogous legal rights for comparable activities (e.g., contraceptive services or treatment for sexually transmitted infections).
12. School social workers should seek to enhance and empower the student’s ability to make good decisions by having them wrestle with the ethical issues involved in their situation.

References


Nic Dibble is the Consultant for School Social Work Services at the Wisconsin Department of Public Instruction (DPI). His work for the state covers the areas of child abuse and neglect, school age parents, adolescent pregnancy and suicide, domestic and dating violence, confidentiality of student records, professional ethics, mental health, and pupil services teams. Nic’s primary work responsibilities involve provision of training, resource development, and technical assistance. In addition, he serves on the Wisconsin Child Abuse & Neglect Prevention Board and networks with a variety of state level organizations with the goal of better provision of services to children, youth and families. For 12 years Nic worked as a school social worker in Marathon County. Prior to joining DPI in 1991, he served as the Project Manager for the Families and Schools Together (FAST) program at Family Service in Madison. In his spare time, Nic serves on the Stoughton School Board, currently in the office of president.

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Supplemental Ethical Standards for School Social Work Practice

Introduction

School social workers use a wide range of evidence-based strategies to ensure that students are in the classroom physically and mentally ready to learn. They utilize a strength-based approach that views students and organizations as parts of systems. The functioning of and relationships within and between systems are enhanced to improve student learning. School social workers go into the greater community to engage families and community organizations to create better outcomes for students (e.g., increased academic achievement, safety, attendance, and social-emotional-behavioral functioning).

The National Association of Social Workers (NASW) Code of Ethics is the primary ethical guidance for social workers, including school social workers, but social workers may use ethical standards from other related professions for ethical guidance (NASW Code of Ethics, p.3). Additional guidance is provided in the NASW Standards for School Social Work Services.

The School Social Work Association of America (SSWAA) developed an Ethical Guidelines Series that addresses issues related to school social work practice in host settings, group work, and the privacy of minor students. Other sources that informed the development of these supplemental ethical standards include federal law (Family Educational Rights and Privacy Act, Individuals with Disabilities Education Act, Protection of Pupil Rights Amendment), Principles for Professional Ethics (National Association of School Psychologists, 2010), Ethical Standards for School Counselors (American School Counselor Association, 2010), and Ethical Decision Making in School Mental Health (Raines and Dibble, 2011).

These supplemental ethical standards build on the values, principles, and ethical standards articulated in the NASW Code of Ethics. They 1) specifically address issues critical to school social work practice but not addressed in the NASW Code of Ethics, and 2) are in addition to and do not in any way supplant the NASW Code of Ethics. Issues addressed include responsibilities to clients and stakeholders, parent rights and participation, collaborative decision-making, sharing and protecting confidential information, differential treatment of minor students, consent for services, advocacy, knowledge of laws and school district policies, assessment for school-based services, contributions to the profession, and ethical decision making.

Definitions are included to provide a common understanding of terms used (page 4).

This document was developed through the Midwest School Social Work Council with the leadership of Nic Dibble and can be found at the Midwest School Social Work Council website at http://midwestssw.org/. Special gratitude is extended to the hundreds of school social workers who reviewed the beliefs and supplemental ethical standards in small groups and offered consensus feedback to shape them to reflect the reality of school social work practice. In addition, feedback from the School Social Work Association of America (SSWAA) and the American Council for School Social Work (ACSSW) helped shape the final version.
Beliefs

1. When children are young, their parents exercise control over decisions that affect their lives. As they grow older, youth begin to exercise more independent judgment and to make choices and decisions separate from their parents.

2. Parents have rights, roles and responsibilities in relationship to their children. Their ability to exercise and fulfill these rights, roles and responsibilities are enhanced by knowledge and understanding of their children’s activities and needs. School social workers, absent information to the contrary, believe parents seek to act in the best interests of their children.

3. Minor students have the right to indicate assent or dissent to specific school-based services and activities, consistent with their respective age, development, decision-making ability, and understanding of the proposed services and activities.

4. Children and adolescents vary widely in their maturity and skills related to decision-making, coping, and problem-solving. Some may be affected by substance abuse or disabilities or may struggle with challenges to their mental health. Mindful consideration of these and other factors is necessary to achieve outcomes that are in the best interests of students and other stakeholders.

5. School district employees and officials have a responsibility to act in the best interests of students (both individually and collectively) while they are entrusted into their care.

6. A fundamental responsibility of schools and other educational programs is to help prepare children and youth for their adult lives following graduation. Schools are structured and protected environments in which students gradually develop more autonomy as they move through preschool, elementary, middle, and high school. A student’s developing autonomy is supported and enhanced in the social worker-client relationship when the NASW Ethical Standards of Self-Determination (1.02), Informed Consent (1.03), and Privacy and Confidentiality (1.07) are honored by the school social worker.

7. School social workers are educators, as well as social workers. School social work interventions provide both social-emotional-behavioral and educational benefits to students.

Supplemental Ethical Standards for School Social Work

Ethical Responsibilities

1. School social workers have a primary ethical responsibility to students and secondary ethical responsibilities to other stakeholders.

Student Autonomy and Parent Involvement

2. School social workers encourage the participation of parents in decisions that affect their children and strive to empower parents with the knowledge and skills to act in the best interests of their children.

3. School social workers support the developing autonomy of students as they mature from childhood to adolescence to adulthood and utilize a collaborative decision-making process, consistent with students’ age, development and mental health.

4. School social workers seek to balance 1) the legal and ethical rights of students to privacy, confidentiality and self-determination; 2) school social workers’ primary responsibility to promote the well-being of clients; and 3) the rights of parents to be informed of and provide consent for activities in which their minor children are involved. School social workers share the limits of privacy, confidentiality, and self-determination with students and parents initially and, as needed, throughout the social worker-client relationship.
Confidentiality
5. School social workers take appropriate and necessary proactive and reactive measures to protect the confidentiality of students and families, including, but not limited to, in individual and student group social-emotional-behavioral interventions.
6. School social workers share information about students and families only with professional colleagues who need this information to provide instruction or services, consistent with state and federal statutes and local school district policy. See definition of “legitimate educational interest” (page 4).

Consent for Services
7. School social workers obtain active or passive consent to provide services to students consistent with state and federal statutes and local school district policy and practice. However, some services may not require prior consent, including, but not limited to, building team services (e.g., consultation, progress monitoring, and classroom observations) and immediate interventions to address health and safety emergencies. School social workers may provide services to mature minor students without active consent from parents where legally permissible and consistent with local school district policy and practice. Age, development, mental health, disabilities and the presenting issue(s) are all considered when determining if a student has the capacity to assent to services without prior active consent from a parent.

Advocacy
8. School social workers advocate for the rights of students and families in school and community settings.

Knowledge of Laws and Policy
9. School social workers are knowledgeable about 1) state and federal laws and local school district policies related to the delivery of school social work services and 2) authoritative sources from which to obtain additional information when questions arise.

Evidence-Based Practice
10. School social workers utilize reliable and valid screening and assessment instruments and strategies that 1) they are competent to utilize, 2) are appropriate for the student(s), and 3) achieve the purpose(s) of the screening or assessment.
11. School social workers 1) utilize available evidence-based strategies and programs, 2) analyze available data to guide their practice, and 3) regularly evaluate their practice to improve services.

Contributions to the Profession
12. School social workers contribute to the profession in a variety of ways. Examples include 1) educating others about how school social work services contribute to student success, 2) mentoring practicum students and school social workers new to the profession, and 3) joining and actively supporting state and national school social work professional associations.

Ethical Decision Making
13. School social workers utilize ethical decision-making processes to help manage ethical predicaments in the best interests of clients and stakeholders, such as proposed by Raines and Dibble (2011).
   1. Know yourself and your professional responsibilities.
   2. Analyze the predicament.
   3. Seek consultation.
   4. Identify courses of action.
   5. Manage clinical concerns.
   6. Implement the decision.
   7. Reflect on the process.
Definitions

Definitions designated with an asterisk below are in whole or part from *Ethical Decision Making in School Mental Health* by Raines & Dibble (2011) published by Oxford University Press.

Assent * – A minor’s affirmative agreement to participate in an activity or service. This is usually accompanied by the express permission of parents.

Autonomy – The ability and freedom to select and take responsibility for one’s own actions.

Active consent (school context) – The practice of providing a school-based program, service, or activity only after parents have been notified and given prior written consent.

Belief – Something one accepts as true or real; a firmly held opinion or conviction (Oxford Dictionary).

Client * – The person who knowingly enters into a fiduciary relationship with a professional. Clients may be voluntary or involuntary, but they should normally be aware that they are the recipients of professional services unless they have some type of cognitive disability resulting in loss of awareness (e.g., traumatic brain injury).

Confidentiality * – Information that is communicated to another with the understanding that the disclosure is not meant to be shared with others.

Legitimate educational interest – Public school districts and other educational agencies receiving funds from the U.S. Department of Education are to ensure that only employees and other school officials with a legitimate educational interest obtain information from a student’s education records (34 CFR 99.31(a)(1)(ii)). While this term is not defined in statute or regulation, a common standard applied to determine if a school district employee or other official has a legitimate educational interest in information from a student’s education records is: Does the person need the information in order to fulfill her or his professional responsibilities? In conjunction with NASW Ethical Standard 1.07 Privacy and Confidentiality, the same standard can be applied to information school social workers possess that is not part of a student’s education records.

Mature minor – A young person who has not reached majority age but whose maturity is such that he/she demonstrates the ability to interact on an adult level for the purposes of understanding and consenting to services that do not necessarily require parental consent.

Minor * – Someone who has not yet reached legal maturity, either through the age of majority or emancipation.

Parent – A parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian (34 CFR 99.3).

Passive consent (school context) – The practice of notifying parents of the availability of a school-based program, service, or activity that is available to students with direction to parents regarding whom to contact at school if they have any questions or wish to opt their children out of the program, service, or activity.

Privacy * – The right or value to maintain personal control of one’s belongings, body, decisions, information, and thoughts against unauthorized intrusions by others.

School district official – A contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions (34 CFR 99.31(a)(1)(i)(B)).

Self-determination * – The autonomy to make decisions and choose a course of action so long as there is no infringement on the rights of others to do the same.
Stakeholders * – Parties with a vested interest in a decision because they are affected by the outcome. The client is the primary stakeholder, but there are many others that have a stake in the conclusion (e.g., parents and other family members, school administrators, teachers and other professional colleagues, and community-based professionals, including child welfare or juvenile justice workers and community-based mental health therapists).

References


Comprehensive List of Scope of Practice of School Social Work Services

Assessment and Screening
- IEP Teams
- Building Consultation Teams
- Building/District Response to Intervention (RtI) Teams
- Kindergarten Screening
- Depression/suicide screening
- Abuse and neglect screening
- Alcohol and other drug screening (AOD)

Counseling and Support Groups
- Educational support groups: alcohol and other drugs, anger management, self-regulation, social skills, divorce family changes, etc.
- Individual counseling and problem-solving
- Services to pregnant and parenting teens

Crisis Intervention
- Traumatic events
- Family crisis
- Safety Suicidal ideation/threat prevention and intervention
- Mandated reports of suspected child abuse or neglect
- Crisis prevention, intervention, and post-intervention services

Home-School Collaboration
- Home visits and telephone contacts
- Parent education and support
- Assessment and intervention to provide for basic needs

Advocacy
- Student access to school-and community-based services and instruction
- Family assistance in finding and utilizing community resources
- School and district roles with the greater community

Classroom Instruction
- Protective behaviors, AOD and other areas dealing with safety, prevention, health promotion and asset-building
- Social-Emotional Learning (SEL)
- Instruction for Positive Behavior Interventions and Supports (PBIS)
Partnerships with Community-based Organizations

- Coordination of student transition to/from hospitalization, foster care, corrections, detention and residential treatment educational resources to community groups
- Coordination of community resources with school services
- Development and management of collaborative relationships with community groups
- Coordination of community resources with school services
- Development and management of collaborative relationships with community agencies
- Referrals to community resources

Services to School Staff

- Consultation and problem solving
- Employee assistance and wellness
- Staff development

Program, Resources and Policy Development

- Curriculum Attendance and truancy
- Building and district crisis response
- Programs and services to meet the needs of specific populations:
  - Homeless/mobile students, school-age parents,
  - ELL students and families, students of color and their families,
  - GLBTQ students, etc.
  - School climate and environment,
  - Positive Behavior Interventions & Supports (PBIS)
  - Harassment and nondiscrimination
  - Discipline, suspension and expulsion
  - Grant writing and management
  - Confidentiality and release of records
  - School-wide approaches to school safety & violence prevention
  - Positive behavioral interventions, supports & other programs that promote supportive discipline practices
  - Anti-bullying measures & policies that support nondiscrimination

Systems Change to Improve Learning and Support Services

- Within the school
- Within the school district
- Between the schools and the greater community
An association of School Social Workers throughout Minnesota who work with students and families to provide mental health related services and support in the school system.

MSSWA has been serving children through their school, home, and community for over 40 years.

MSSWA is a politically responsive, statewide organization committed to the improvement of the school social work profession and to the well being of children and their families.

To speak with a MSSWA member in your region visit www.msswa.org

STATE CERTIFICATION, LEGAL REGULATIONS & PROFESSIONAL CREDENTIALS

- The Minnesota Board of Social Work requires all School Social Workers to hold one of four levels of licensure:
  
  Licensed Independent Clinical Social Worker (LICSW)
  Licensed Independent Social Worker (LISW)
  Licensed Graduate Social Worker (LGSW)
  Licensed Social Worker (LSW)

- School Social Work license obtained through the Minnesota Department of Education.

- School Social Workers adhere to a Code of Ethics set forth by the National Association of Social Workers.

- Core values of service of School Social Workers include service, social justice, dignity, worth of the person, importance of human relationships, integrity and competence.

Visit us on the Web
www.msswa.org

Visit us on the Web
www.msswa.org
SCHOOL SOCIAL WORKERS ARE THE LINK BETWEEN HOME, SCHOOL AND COMMUNITY.

As members of the educational team, School Social Workers promote and support students academic and social success by providing specialized services that may include:

- Assessment of student needs through observation, interviews and testing.
- Treatment of mental and emotional disorders.
- Individual and group therapeutic services.
- Crisis prevention and intervention.
- Working with students in both general education and special education settings.
- Advocacy for students, parents, and the school district.
- Education and training for parents and guardians.
- Information and referral.
- Professional case management.
- Collaboration and consultation with community agencies, organizations, and other professionals.
- Staff and policy development.

Learn more: www.MSSWA.org

SCHOOL SOCIAL WORKERS HELP STUDENTS TO:

- Increase academic success.
- Improve interpersonal relationships.
- Cope with difficult and crisis situations.
- Develop self-esteem and self-discipline.
- Learn problem-solving, conflict resolution and decision-making skills.
- Remove barriers to academic success

SCHOOL SOCIAL WORKERS HELP EDUCATORS BY:

- Developing and implementing plans to enhance students’ school success.
- Providing ongoing emotional and behavioral support to students.
- Communicating information about how factors such as family, culture, socioeconomic status, physical and mental health can affect students’ performance.
- Identifying and reporting child abuse and neglect situations.
- Coordinating community resources to meet students’ needs.
- Identifying and eliminating barriers to educational success.

SCHOOL SOCIAL WORKERS’ ROLE IN SPECIAL EDUCATION IS TO:

- Consult with mainstream and special education teachers to develop and implement pre-referral interventions.
- Design and implement behavior management plans.
- Participate on the child study team.
- Provide social, emotional, behavioral, functional and adaptive assessments.
- Educate parents and school personnel regarding the Individuals with Disabilities Education Act (IDEA).

SCHOOL SOCIAL WORKERS PROVIDE SERVICES THAT ARE EFFICIENT AND EFFECTIVE EDUCATIONAL INVESTMENTS.

SCHOOL SOCIAL WORKERS:

- Are licensed mental health practitioners and professionals.
- Develop intervention strategies that prevent school violence.
- Coordinate service delivery for students through cooperative interagency activity.
- Mediate disputes between students, parents, and school systems.
UNDERSTANDING THE SCOPE OF PRACTICE OF MINNESOTA SCHOOL SOCIAL WORKERS

School social workers have the unique training, knowledge and expertise to address the mental health needs of children within the school environment, and they are the vital link between the school, home and community. School social workers are educated to understand the interplay of systems and the impact those systems have on academic achievement. School social work is grounded in the foundation of evidence-based research and practice, which ensures that interventions implemented by school social workers assist students in being physically and emotionally ready to learn. While the roles and responsibilities of school social workers may vary significantly based on the needs of the students, school social workers operate under a scope of practice dependent upon their education, training, and level of licensure obtained by the Board of Social Work. All school social workers possess core competencies and skills that can be expected regardless of the level of licensure obtained. This paper outlines the education, professional standards and licensure requirements necessary to practice school social work in the state of Minnesota.

According to the School Social Work Association of America National Practice Model for School Social Work, there are three features that all school social workers should strive to incorporate into their practice. School social workers should 1) provide scientifically supported education, behavior, and mental health services, 2) promote school climate and culture conducive to learning, and 3) maximize school-based and community resources (SSWAA, 2013). “School social workers are expected to possess advanced knowledge and technical skills to guide their practice in these three areas” (SSWAA, 2013).

All school social workers, regardless of level of licensure, provide evidence-based interventions to help students address barriers to learning by utilizing an ecological perspective. This perspective views the students within the context of their classroom, family, community and culture. School social workers are equipped to understand and assess the educational, social, emotional and behavioral functioning of individual students within the context of multiple environments. School social workers utilize evidence-based assessment tools to measure students’ level of functioning to determine a baseline. School social workers then develop and implement evidence-based interventions with the goal of improving students’ level of functioning, which leads to enhanced academic outcomes. School social workers provide services for all students regardless of the student’s level of functioning in the school, family or community. These services are divided into two levels of practice in the educational setting: (1) direct services that incorporate a wide range of education, behavior, and mental health services provided through personal contact with students, and (2) indirect services such as administration, research, policy development, advocacy and education for school staff, parents/guardians, and community members to enhance school success for students (Barker, 2003).
School social workers strive to establish and sustain a positive school climate free from discrimination and harassment. A positive school climate is one that promotes healthy relationships, school connectedness and dropout prevention. School climate and culture have a profound impact on student achievement and behavior. To the extent that students feel safe, cared for, appropriately supported and “pushed” to learn, academic achievement increases (National School Climate Council, 2007). School social workers promote positive school climate by implementing school-wide programs such as Positive Behavior Interventions and Supports (PBIS), bullying prevention programs, character education programs, alcohol and drug prevention programs, restorative justice programs or crisis prevention programs.

School social workers maximize school-based and community mental health resources by participating in multidisciplinary school and community teams. School social workers support children’s mental health through capacity building of family members, school staff and community agencies to increase student outcomes (NASW, 2012). As mental health practitioners and professionals, school social workers have a specialized skill set to provide a wealth of knowledge and a breadth of services as members of multidisciplinary teams. By promoting a continuum of mental health services, school social workers mobilize resources, promote assets and provide innovative leadership, interdisciplinary collaboration, systems coordination and professional consultation (SSWAA, 2013). For example, school social workers coordinate and make referrals to available resources within the school or by reaching out to community partners or agencies to support students and families. School social workers are familiar with the scope of services available in the community, such as healthcare, family services, juvenile justice, child welfare and children’s mental health, and are adept at navigating these systems in order to address challenging barriers to school success.

School social workers are mental health practitioners and mental health professionals, as defined by Minnesota Statute 245.462 Subdivision 17 and 18, who meet Minnesota requirements to practice social work in the school setting. Subdivision 17 classifies a “Mental Health Practitioner” as a person providing services to individuals with mental illness who is qualified in at least one of the following ways:

1. holds a bachelor’s degree in one of the behavioral sciences or related fields from an accredited college or university and:(i) has at least 2,000 hours of supervised experience in the delivery of services to persons with mental illness; or(ii) is fluent in the non-English language of the ethnic group to which at least 50 percent of the practitioner’s clients belong, completes 40 hours of training in the delivery of services to persons with mental illness, and receives clinical supervision from a mental health professional at least once a week until the requirement of 2,000 hours of supervised experience is met;

2. has at least 6,000 hours of supervised experience in the delivery of services to persons with mental illness;

3. is a graduate student in one of the behavioral sciences or related fields and is formally assigned by an accredited college or university to an agency or facility for clinical training; or

4. holds a master’s or other graduate degree in one of the behavioral sciences or related fields from an accredited college or university and has less than 4,000 hours post-master’s experience in the treatment of mental illness.
Subdivision 18 defines a “Mental Health Professional” as a person providing clinical services in the treatment of mental illness who is qualified in at least one of the following ways:

1. in psychiatric nursing: a registered nurse who is licensed under sections 148.171 to 148.285; and (i) who is certified as a clinical specialist or as a nurse practitioner in adult or family psychiatric and mental health nursing by a national nurse certification organization; or (ii) who has a master’s degree in nursing or one of the behavioral sciences or related fields from an accredited college or university or its equivalent, with at least 4,000 hours of post-master’s supervised experience in the delivery of clinical services in the treatment of mental illness;

2. in clinical social work: a person licensed as an independent clinical social worker under chapter 148D, or a person with a master’s degree in social work from an accredited college or university, with at least 4,000 hours of post-master’s supervised experience in the delivery of clinical services in the treatment of mental illness;

3. in psychology: an individual licensed by the Board of Psychology under sections 148.88 to 148.98 who has stated to the Board of Psychology competencies in the diagnosis and treatment of mental illness;

4. in psychiatry: a physician licensed under chapter 147 and certified by the American Board of Psychiatry and Neurology or eligible for board certification in psychiatry;

5. in marriage and family therapy: the mental health professional must be a marriage and family therapist licensed under sections 148B.29 to 148B.39 with at least two years of post-master’s supervised experience in the delivery of clinical services in the treatment of mental illness;

6. in licensed professional clinical counseling, the mental health professional shall be a licensed professional clinical counselor under section 148B.5301 with at least 4,000 hours of post-master’s supervised experience in the delivery of clinical services in the treatment of mental illness; or

7. in allied fields: a person with a master’s degree from an accredited college or university in one of the behavioral sciences or related fields, with at least 4,000 hours of post-master’s supervised experience in the delivery of clinical services in the treatment of mental illness.

A candidate for licensure as a school social worker in Minnesota must: 1) Hold a baccalaureate or master’s degree in social work from a program accredited by the Council on Social Work Education. 2) Pass one of the exams offered by the Association of Social Work Boards. 3) Hold a current license in Minnesota to practice as a social worker under the Board of Social Work and 4) hold a current license to practice School Social Work by the Minnesota Department of Education Board of Teaching. School social workers are licensed to provide social work services to children in pre-kindergarten through grade 12 in a school setting. Some school districts in Minnesota require that school social workers have a Masters of Social Work (MSW) degree. Social workers with an MSW degree have additional education and proficiencies to deliver social work services.
The Minnesota Board of Social Work offers four levels of licensure.

- **Licensed Social Worker (LSW)** - May engage in generalist social work practice: must be supervised by another social worker for the equivalent of two years of full-time practice.

- **Licensed Graduate Social Worker (LGSW)** - May engage in generalist social work practice under supervision; must be supervised by either a LISW or LICSW for the equivalent of two years of full-time practice. In addition an LGSW may, under supervision of an LICSW, engage in clinical social work practice while working towards licensure as an independent clinical social worker.

- **Licensed Independent Social Worker (LISW)** - May engage in generalist social work practice, and may, under supervision of an LICSW, engage in clinical social work practice while working towards licensure as an independent clinical social worker.

- **Licensed Independent Clinical Social Worker (LICSW)** - May engage in generalist social work practice, including clinical Social Work practice.

The various levels of licensure permit a school social worker to provide services under a scope of practice relevant to the specific license level and educational level.

Education for a generalist social worker practicing at a Licensed Social Worker level focuses on providing service to people in the context of their social environments. This means that the social worker does not simply focus on a student who is struggling, but also considers the environmental causes (home situation, peer interactions, neighborhood conditions, classroom climate, etc.) of student behavior. This holistic approach also considers what effect the student has on others (like other students, teachers, and parents). Though not an exhaustive list, the activities listed below provide examples of what a generalist social worker might do in a school:

- Conduct assessments and screenings to determine level of service or referral needed for students.

- Help families find resources to meet basic needs such as food or clothing.

- Advocate for student rights by helping families understand educational mandates and opportunities.

- Examine student performance, referrals to special education, and data specific to the achievement gap for students of color to identify the impact of racism and culture on academic outcomes and work to implement culturally responsive practices.

- Help parents create a discipline program to develop a bedtime routine so as to improve a student’s ability to concentrate in school.

- Refer a family to a counseling center to deal with personal issues.

- Locate services for a homeless family and assist families to access those services.
• Provide short-term individual or group counseling services to help a student increase organizational skills, manage anger, or get along with others.
• Help a group of students with difficulties in peer interactions,
• Help a teacher re-structure a class to better meet a student’s need
• Implement a school-wide bullying prevention curriculum or a project to improve respect among students.
• Help the students and the school deal with crisis situations such as the death of student or a community disaster through location of appropriate resources and community support persons.
• Provide in-service trainings on reporting child abuse, cultural competence, or the effects of trauma on a child’s learning.
• Consult with teachers, administrators, and staff, including classroom observations, teacher consultations, case conferences, and meeting with administration regarding program needs.
• Collaborate with a local low-income housing project to coordinate safe study areas or after-school care.
• Work with local law enforcement on drug or gang-prevention strategies in the neighborhood.

In addition to the generalist social work skills and knowledge described above, social workers with an MSW degree have additional education, often with a specific emphasis on social welfare policy, research, group work, community practice, and/or clinical practice. The first two full-time years after receiving a MSW degree, social workers are licensed at the LGSW level. During this time they are required to receive supervision from a social worker with more experience and who meets certain qualifications determined by the Board of Social Work. After the equivalent of two full-time years of supervision, Licensed Graduate Social Workers (LGSW) may become licensed as Independent Social Workers (LISW and LICSW) and are no longer required to have supervision; they are, however, encouraged to consult with colleagues, and many develop collaboration groups to provide support with the complicated clients they serve. If they have the required training in supervision, LISWs and LICSWs may supervise LGSWs and LSWs. It should be noted that the supervision of a district employed school social worker conducted by a school principal or special education director does not meet the state requirement of social work supervision.

Many MSWs have education in clinical social work. In addition to providing the generalist practice described above, those who are licensed at the Independent Level (LICSW) have the ability to diagnose and treat mental illness, psychosocial disorders, disabilities, addictions, emotional impairments and behavior disorders. For example a school social worker with clinical licensure has the expertise and skill to:

• Assess students’ emotional or behavioral needs.
• Collaborate with others to define appropriate school-based interventions for students with emotional or behavioral needs.
• Provide school-based interventions that include the treatment of mental and emotional disorders and counseling.
• Develop prevention programs or crisis management policies
• Conduct program assessments which includes; planning, development, implementation and evaluation of programs.

• Bill for mental health services provided in districts that bill insurance for services provided.

Some LGSWs and LISWs are working toward becoming Licensed Independent Clinical Social Workers. If they are under supervision of a LICSW, they may provide the clinical services described above. Social workers who choose to become licensed as clinical social workers (LICSW) must meet additional requirements during 4000 hours of supervised practice. Specifically at least 1800 hours must be “direct clinical client contact” (for example, working directly with students and/or their families).

In addition to the requirements for supervision, all social workers must have 40 hours of continuing education every two years. These continuing-education hours must be related to social work topics. Education based in-services may not always meet the requirement defined by the Board of Social Work. School social workers that have a clinical license (LICSW) must have 24 of those 40 continuing-education hours in the areas of differential diagnosis and assessment, clinical treatment planning with measurable goals, clinical intervention methods informed by research, social work ethics, and culturally specific clinical assessment and intervention.

Another critical component that is embedded in the scope of practice of all school social workers is an adherence to a professional code of ethics. The National Association of Social Workers (NASW) Code of Ethics is the primary ethical guidance for social workers, including school social workers (NASW Code of Ethics, 2008, p.3). The School Social Work Association of America (SSWAA) has developed supplemental ethical guidance that addresses issues related to school social work practice in host settings, group work, and the privacy of minor students. “These supplemental ethical standards address issues critical to school social work practice but not addressed in the NASW Code of Ethics. They are in addition to and do not supplant the NASW Code of Ethics. Issues addressed include responsibilities to clients and stakeholders, parent rights and participation, collaborative decision-making, sharing and protecting confidential information, differential treatment of minor student-clients, consent for services, advocacy, knowledge of laws and school district policies, assessment for school-based services, mentoring, and ethical decision making” (Dibble, 2012, p.1).

The NASW Standards of School Social Work Services advises local education agencies to provide school social work services at a level that is sufficient to address the nature and extent of student needs (NASW, 2012). The Minnesota School Social Workers Association believes that utilizing a local education agency’s student needs assessment will provide a well-rounded picture of the myriad of needs specific to the population served. Also, the needs assessment can be used to identify how using school social workers, as members of a multi-disciplinary team, can best target services and interventions to increase academic achievement. It should be noted that when nationally recommended ratios for individual Specialized Instructional Support Personnel Professionals, such as school social workers, are implemented without considering specific population needs (severity of disabilities, intensity and type of services needed, etc.), it can result in the oversimplification of the system’s needs and hinder the ability of students to access appropriate services.
School social workers play a vital role in supporting students in the educational setting. They work collaboratively with other pupil services personnel – school psychologists, school nurses, school counselors, and chemical health specialists - to provide assessment, diagnosis, counseling, educational, therapeutic and other necessary services (as part of a comprehensive program to meet student needs).

School Social Work Skills

School social workers bring a variety of skills and evidence based practices to the school, in both the regular education and the special education setting. These include:

I. Supporting Students
- Individual and group counseling, problem-solving
- Social emotional learning
- RTI (Response to Intervention) support and intervention
- Mental health support intervention, knowledge
- Crisis prevention and response, conflict mediation
- Evaluation and assessment
- Identifying and reporting child abuse and neglect situations

II. Supporting Families
- Advocacy
- Consultation
- Linking to community resources, supports
- Communicating student’s developmental and educational needs
- Education and training

III. Supporting Staff/Administrators
- Classroom observation and feedback
- Case consultation
- Designing and implementing academic and behavioral interventions to enhance student success
- Communicating information about how factors such as family, culture, and socioeconomic status, physical and mental health can affect students’ performance.
- Identifying and eliminating barriers to educational success

IV. Community Collaboration
- Collaboration and consultation with community agencies, organizations, and other professionals
- Coordinating community resources to meet students’ needs

Determination of Need:

Often there is discussion about ratios in terms of recommended student support service staff person per students. These ratios are not based on research or student achievement data, but rather on recommendations from various professional groups. These suggested ratios vary widely from state to state. Our school social work profession has not focused on the use of ratios, but rather on student need. It is our experience that student needs should drive the need for student support services. Our state profession has found the following factors to be useful in determining need for student support services, in particular school social work services:

A. Number of students with disabilities/special education needs/IEPs.
B. Percentage/number of students with significant social-emotional/mental health issues
C. Percentage of students eligible for Free/Reduced lunch
D. Number of students who are eligible for services under McKinney Vento, who are homeless or highly mobile
E. Academic achievement/Achievement gaps
F. Percentage of students who are English Language Learners
G. Other student support services available to students in the school
H. Student Attendance Data
I. School safety/Behavioral data/Bullying incidents

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In conclusion, school social workers are highly qualified to offer comprehensive approaches that not only address the social and emotional needs of students but also benefit the entire school community. School social workers assist administrators and school personnel by sharing their knowledge and training and by emphasizing the importance of providing support to the whole child, which includes tending to the child’s academic, social, emotional, and behavioral functioning. School social workers are the mental health professionals and practitioners on the educational team. Research on school social work has confirmed that school social work interventions improve students’ emotional and behavioral problems (Allen-Meares et al., 2013; Franklin et al., 2013) and have a positive effect on academic outcomes (Alvarez et al., 2009; Franklin et al., 2013).
References


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Introduction

For over a hundred years, school social workers have been providing a critical link between school, home, and community. The school social work profession has 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. School social workers 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.

School social work is a complex and specialized field of practice that is affected by changes in education policy, research, and practice models that continue to evolve. NASW periodically revises the NASW Standards for School Social Work Services to meet the changing needs of school social workers, the clients they serve, and local education agencies. NASW has revised these standards to reflect the values of our profession and current practice trends.

The Evolving Context of Education

Passage of the 2002 No Child Left Behind Act, a reauthorization of the Elementary and Secondary Education Act, addresses school social work services and was written to create a stronger, more accountable education system with an emphasis on parental involvement, evidence-informed educational strategies, and data-informed decision making.
The Individuals with Disabilities Education Act of 2004 (IDEA), a reauthorization of the Education for All Handicapped Children Act (PL 94-142), also addresses school social work services. This reauthorization promotes the adoption of effective interventions and places a premium on prevention by allowing school districts to alter substantially the screening and identification procedures for children with disabilities. Specifically, IDEA permits school districts to use a process that determines students’ ability to respond to scientific, evidence-informed interventions as criteria for special education eligibility. This approach, referred to as response to intervention (RtI), has been applied to academic and behavioral supports in special and regular education. This method can replace the discrepancy model—the process of comparing ability and achievement to identify students with learning difficulties.

The multitier model suggests a reallocation of school social work services to address schoolwide and small group intervention and consideration of more intensive interventions for individual students, based on their level of response to interventions at prior levels. The RtI framework directs school personnel to monitor student success across all three levels and to make data-informed decisions to determine which students require more intensive levels of intervention. By using data-informed decision making, schools can more effectively direct resources to where they are needed.

Educational research has focused on the following five topics and will likely continue to have a direct impact on school social work practice: (1) integrated intervention efforts that
emphasize primary prevention; (2) early screening and intervention; (3) approaches to intervention that target multiple risk factors in home, school, and community settings and involve parents, teachers, and administrators; (4) approaches that seek to improve individual and system factors contributing to academic success; and (5) data-informed decision making and intervention fidelity.

These policy, research, and practice themes are reflected in these standards.

Guiding Principles

The following guiding principles address multiple domains of practice and are reflected in these standards.

1. Education/School Reform: Legislators, policymakers, and the general public will continue to demand reform and increased accountability as economic stressors require cutbacks in expenditures for education. It is important that social workers be proactive to address these pressures and advocate for resources. School social workers actively help school systems meet expectations of federal, state, and local mandates; particularly those designed to promote equal educational opportunity, social justice, and the removal of barriers to learning. School social work practice is consistent with these mandates and promotes the academic mission of schools by fostering educational environments that are safe; have supportive, fair, and responsive policies; and emphasize early intervention and positive behavioral interventions.
2. **Social Justice**: Equal educational opportunity continues to be an elusive goal as indicated by discrepancies in standardized measures of achievement, graduation rates, and the percentage of students attending college across population subgroups. It is important for the school social worker to collaborate with and facilitate collaboration among students, parents, community members, administration, teachers, and other school staff to identify ways to intervene early with students who struggle to benefit fully from the educational system. An ecological perspective, the hallmark of social work education, is essential for identifying resources for addressing these disparities.

3. **Multitier Interventions**: The multitier model includes three tiers relating to prevention and intervention.

**Tier 1** refers to evidence-informed, schoolwide prevention programs and practices that teach positive behaviors, promote social emotional development, and ensure a school climate conducive to learning. Tier 1 programs and practices are implemented by all staff in the school setting. Ongoing data-informed decision making ensures that Tier 1 interventions are effective.

**Tier 2** refers to the use of evidence-informed, small group, and short-term interventions focused on improving early academic and social–emotional engagement to reduce problem behavior. For example, these interventions could target conflict resolution, social skills, mental health needs, and short-term crisis situations that do not require more intensive tier 3 interventions. On the basis of data
opportunities, some are supported by
schoolwide or the
parents, teachers,

demonstrating a lack of response to tier 1
interventions, students are referred for the
additional support offered at tier 2. These
strategies should be efficient to apply and
effective in terms of producing rapid
improvement in students’ ability to learn and
be successful in school.

Tier 3 refers to the use of evidence-informed
individual and long-term interventions. Tier
3 interventions are provided to students who
have serious academic, behavioral, or
social–emotional problems that constitute a
chronic condition that has not responded to
data-driven tier 1 or tier 2 interventions. The
goal of this tier is to reduce the negative impact
of the condition on a student’s functioning.

In summary, school social workers not only
provide direct services to children who require
basic needs or exhibit challenging behavior, but
also lead prevention efforts that support children
through building the capacity of family
members, other school staff, and community
agencies to improve student outcomes.

Goals of the Standards

These standards were developed to broadly
define the scope of services that school social
workers shall provide, that school administrators
should support, and that students and families
should expect. The standards are designed to enhance awareness of the skills, knowledge, values, methods, and sensitivity school social workers need to work effectively within school systems.

Ideally, these standards will stimulate the development of clear guidelines, goals, and objectives related to school social work services in social work practice, research, policy, and education.

The specific goals of the standards are:
- to establish expectations for school social work practices and services;
- to ensure that school social work services are guided by the NASW Code of Ethics;
- to ensure the highest quality of school social work services will be provided to students and families;
- to provide a basis for advocating for clients’ rights to be treated with respect and dignity, confidentiality, access to supportive services, and appropriate inclusion in decision making;
- to provide a basis for the preparation of school social workers and the development of continuing education materials and programs related to school social work services; and
- to encourage school social workers to participate in the development and refinement of public policy, at the local, state, and federal levels, to support school success.
Standards

Standard 1. Ethics and Values

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

Interpretation

School social workers shall demonstrate core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. In addition, school social workers shall adhere to the professional ethical responsibilities delineated in the NASW Code of Ethics.

School social workers shall have knowledge of and comply with local, state, and federal mandates related to informed consent, privacy and confidentiality, and access to records within the context of legal and ethical rights of minors and parents. Students, families, and other professionals shall be informed of the limits of confidentiality when services are initiated. Employers and school administrators should be informed of the ethical responsibilities of the social work profession. In the event that conflicts arise among competing expectations, school social workers are directed to the NASW Code of Ethics as a tool in their decision making.
Standard 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
School social workers shall have a graduate degree in social work from a program accredited by the Council on Social Work Education (CSWE). An MSW degree is the recommended entry-level qualification for a school social worker position. As a distinct specialty within the social work profession, school social work requires specialized knowledge and understanding of education systems, which should be provided by social work education programs. The school social worker shall actively seek this specialized training when the CSWE accredited program does not provide it. School social workers shall be licensed by state boards of social work and certified through state departments of education when available.

School social workers shall have specialized knowledge and an understanding of historical and current perspectives of public school education at the local, state, and national levels, including educational reform and legislation. School social workers shall also be knowledgeable about evidence-informed approaches to teaching and learning that promote positive academic outcomes for all students.
Standard 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

School social workers shall possess skills in systematic assessment, data gathering, and interpretation at multiple levels using a variety of methods (for example, interview, direct observation, standardized instruments, surveys, focus groups) to assess the needs, characteristics, and interactions of students, families, and school personnel. School social workers shall conduct reliable and valid assessments of students and organizations to inform the design of interventions to remove barriers to learning. Assessments shall use ecological perspectives and functional approaches to enhance understanding of barriers to learning and the interventions that foster improvement of student well-being and academic progress.

Standard 4. Intervention

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

Interpretation

School social workers shall remain current with school-based intervention research and use evidence-informed practices in service delivery. Interventions shall be designed to enhance positive educational experiences and involve the student, the family, other team members, school personnel, and community resources as
appropriate. Interventions shall be based on assessments relevant to the concerns in the referral and include goals, objectives, methods of evaluation, and outcome criteria. Interventions shall be applied within the multitier framework and address the ecologies (for example, home, school, community) most relevant to the problem being addressed.

**Standard 5. Decision Making and Practice Evaluation**
School social workers shall use data to guide service delivery and to evaluate their practice regularly to improve and expand services.

**Interpretation**
School social workers shall collect, analyze, synthesize, and disseminate data related to their practice. School social workers shall conduct ongoing evaluation to determine the level of effectiveness of all interventions. Methods used to evaluate social work practice shall be assessed periodically to ensure that objectives, activities, and measured outcomes are aligned with the local education agency's goals and social work ethical practice.

**Standard 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**
School social workers shall maintain timely, accurate, and confidential records that document school social work services, demonstrate outcomes, and promote accountability to the local education agency.
and community. Records shall be maintained according to federal, state, and local laws.

**Standard 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**

School social workers shall manage their work in an efficient and effective manner. Priorities for practice shall be developed collaboratively between the school social worker and the supervisor. Priorities shall be established on the basis of the needs of students, professional skills of the school social worker, program needs, research, and availability of other resources.

School social workers shall perform roles and responsibilities across a multitier framework for service delivery and use technology to enhance communication, obtain and organize information, demonstrate accountability, and complete workload assignments.

**Standard 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**

School social workers shall adhere to the *NASW Standards for Continuing Professional Education* and follow state professional regulation regarding continuing education requirements. School social workers shall access
ongoing supervision and consultation to increase their professional proficiency and competence. School social workers shall participate in professional development activities that enhance their knowledge and skills. School social workers shall also contribute to the development of the profession by educating and supervising school social work interns when possible.

**Standard 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**

School social workers shall demonstrate self awareness, knowledge, and practice skills consistent with the *NASW Standards for Cultural Competence in Social Work Practice*. School social workers shall continue to develop specialized knowledge and understanding about client groups they serve and culturally appropriate resources. This understanding shall be applied in a manner that results in a positive school climate that respects and values differences. School social workers shall use evidence-informed practices, skills, and techniques that reflect the worker’s understanding of the role of culture in the helping process. School social workers shall recognize barriers to academic progress relating to cultural issues within the local education agency, while supporting an environment that honors and celebrates the cultures of the population within the school.
Standard 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
School social workers shall serve as leaders and consultants in promoting positive school climate. School social workers shall also serve as leaders and consultants to facilitate an understanding of factors in the home, school and community that affect students’ educational experiences. School social workers shall provide training and engage parents, school personnel, other professionals and community members in the removal of barriers to learning. School social workers shall also provide leadership and collaboration in the implementation of comprehensive school-based and school-linked programs that promote student well-being and positive academic outcomes.

Standard 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
School social workers shall advocate for students and their families. This advocacy includes helping them gain access to and effectively use formal and informal community resources that enable families to self-advocate. School social workers, as systems’ change agents, shall identify

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areas of need that are not being addressed by the local education agency and community and shall work to create services that address these needs. School social workers shall be informed about court decisions, legislation, rules and regulations, and policies and procedures that affect school social work practice, to effectively advocate for students.

Appendix A. Administrative Structure and Support

Qualifications and Title
An MSW degree is the recommended entry-level qualification for school social workers. Local education agencies should ensure that school social workers have an MSW degree from a program accredited by CSWE. However, should the local education agency employ school social workers whose highest degree is a BSW, an MSW-level social worker should provide supervision for the BSW-level social worker.

Salaries and job classifications of school social workers should be commensurate with their education, experience, and responsibilities and be comparable to similarly qualified specialized instructional support personnel employed by the local education agency.

“School social worker” is the position title that correctly identifies the educational background, profession, and function of a social worker employed by a local education agency. Other titles, such as “attendance officer,” “pupil personnel worker,” “home and school visitor,” “home–school coordinator,” “visiting teacher,”
“family collaborative worker,” “family specialist,” or “home family specialist,” project incomplete and misleading notions of school social workers’ qualifications and functions and should not be used.

All social workers in school settings should adhere to the NASW Standards for School Social Work Services.

Roles of State Education Agencies/Credentialing/Licensing Boards

State departments of education or other state entities that license or certify educational personnel should regulate school social work practice.

State departments should support a state consultant position to oversee quality assurance of school social work practice. A state consultant should have an MSW degree, have direct experience as a school social worker, and be knowledgeable about current trends in school social work practice and policy. The state consultant should work closely with state, regional and national professional organizations that support school social work practice and are knowledgeable about the field of school social work.

Roles of Local Education Agencies

Administrative Support. The administrative structure of the local education agency should delineate clear lines of support and accountability for the school social work program and provide for optimum use of the school social workers’ knowledge and skills. Realistic job descriptions, working conditions, and workload standards are essential for
effective practice. Regular review of goals, objectives, accomplishments, and accountability procedures of the school social work program are also necessary. Designation of a lead social worker to help promote appropriate support and accountability is recommended.

**Supervision.** The administrative structure established by the local education agency should provide for appropriate school social work supervision. The local education agency is responsible for administrative and professional supervision to ensure high quality services. Supervision of school social work programs should be provided by credentialed and experienced MSW-level school social workers.

**Job Tasks.** The goals, objectives, and tasks of a school social work program should be clearly and directly related to the mission of the local education agency and the educational process. School social workers are expected to support and help facilitate educational reforms and initiatives. Some examples are those that emphasize multitier prevention, early intervention, parent education and involvement, service integration, partnerships, and support for student transitions. The local education agency should have position descriptions that appropriately describe the roles and responsibilities of school social workers and should use a performance evaluation tool that is specific to the practice of school social work.

**Work Setting.** The local education agency should provide a professional work setting that allows school social workers to practice effectively. School social workers require basic work resources to ensure privacy and
confidentiality for students and families. These basic resources include an office, clerical support, current information technology, and an adequate budget for professional materials, supplies, and activities. Adequate, confidential space at each school site for meeting with students, families, and local education agency personnel is essential.

**Professional Development.** The local education agency should provide opportunities for school social workers to engage in professional development activities that support school social work practice and continued licensure/certification. Funding support and an adequate number of professional leave days enable school social workers to strengthen and broaden skills required to better serve students, families, the local education agency, and the community.

**Leadership.** The local education agency should involve school social workers in developing and coordinating partnerships with community health, mental health, and social service providers linked with or based at school sites to ensure that these services promote student educational success. Because of their extensive knowledge of community resources, school social workers play a critical role in facilitating the provision of community services in the local education agency and help orient community providers to school climate, culture, and structure and to the laws and regulations governing practice in educational settings.
Ratios

The local education agency should establish and implement a school social worker-to-student population ratio to ensure reasonable workload expectations. The local education agency should provide school social work services at a level that is sufficient to address the nature and extent of student needs. Appropriate ratios for school social work staff to students depend on the characteristics and needs of the student population to be served, as well as other resources in the local education agency and community available to address these needs. Each local or state education agency should establish adequate levels and types of school social work services on the basis of comprehensive needs assessment data.

School social work services should be provided at a ratio of one school social worker to each school building serving up to 250 general education students, or a ratio of 1:250 students. When a school social worker is providing services to students with intensive needs, a lower ratio, such as 1:50, is suggested.
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Overview of School Social Work Services

School social workers play a vital role connecting home, school and community in a unified effort to support students in the educational setting. Working collaboratively with other specialized instructional support personnel (SISP), school social workers provide a skilled spectrum of services ranging from engagement, assessment, intervention, and evaluation of outcomes related to the students, families, schools, and communities they serve. Research on school social work has confirmed that school social work interventions improve students’ emotional and behavioral problems (Allen-Meares et al., 2013; Franklin et al., 2013) and have a positive effect on academic outcomes (Alvarez et al., 2009; Franklin et al., 2013). As licensed mental health professionals and practitioners, school social workers in Minnesota are dually licensed by the Board of Social Work (BOSW) and the Professional Educator Licensing and Standards Board (PELSB) to provide evidence-informed knowledge, skills, and abilities mapped to the national school social worker practice model (Frey et al., 2013).

### Evidence-Informed Knowledge, Skills and Abilities of School Social Workers

#### Serving General and Special Education Settings in Minnesota

<table>
<thead>
<tr>
<th>Provide evidence-based education, behavior &amp; mental health services</th>
<th>Promote a school climate &amp; culture conducive to student learning &amp; teaching excellence</th>
<th>Maximize access to school-based &amp; community-based resources</th>
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<tbody>
<tr>
<td>Implement multi-tiered programs &amp; practices</td>
<td>Promote effective school policies and administrative procedures</td>
<td>Promote a continuum of services</td>
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<tr>
<td>Monitor progress</td>
<td>Enhance professional capacity of school personnel</td>
<td>Mobilize resources &amp; promote assets</td>
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<tr>
<td>Evaluate service effectiveness</td>
<td>Facilitate engagement between student, family, school, &amp; community</td>
<td>Provide innovative leadership, interdisciplinary collaboration, systems coordination, &amp; professional consultation</td>
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**Examples:**
- 504 case management coordinating evaluation, eligibility, plan development, interventionist, & managing timelines
- Evaluation and assessment
- Identifying and reporting child abuse and neglect
- Individual & group counseling
- Mental health supports
- Positive behavior interventions and supports (PBIS)
- Problem-solving & conflict resolution
- Social & emotional learning (SEL)
  - Self-awareness
  - Social awareness
  - Relationship skills
  - Responsible decision-making
  - Self-management
- Risk management prevention & response
- Trauma-informed interventions

**Examples:**
- Advocacy
- Consultation
- Classroom observations & feedback
- Case consultation
- Cultural competency
- Designing academic, social/emotional & behavioral interventions to enhance student success
- Identifying & eliminating barriers to educational success
- Restorative practices
- Providing professional development on equity, violence prevention, mental health, trauma, etc.

**Examples:**
- Communicating student’s developmental and educational needs
- Developing culturally responsive partnerships to expand supports for students
- Education and training
- Linking to community resources and supports
- Site management and coordination of external partners for social services (county & contracted agencies) and mental health supports
Determination of Need: Workload versus Caseload Approach

As the landscape of school-based mental health services continues to evolve, so too must the process by which schools and districts both understand and respond to the social, emotional, and behavioral needs of their students and school community. Stagnate claims that specific ratios for specialized instructional support personnel from various professional groups simply do not have the research evidence to support their claims (Hyson, Knick, Leifgren, McCoy & Ochocki, 2013). When considering the collective student support service programming needs, a school or district would be better positioned to prevent and respond to student needs by conducting a mental health needs assessment (American Institute of Research [AIR], 2017). Utilizing data-driven decision-making that incorporates multiple stakeholders and considers students needs as described below, schools and districts can transition to more flexible and responsive student support services programming driven by a workload approach (AIR, 2017; Whitmore, 2017). Workload approaches to student support staffing ensure that the continuum of activities provided within the student services program is staffed appropriately to meet the needs identified in the school or district’s mental health assessment while also ensuring compliance with applicable local, state, and federal mandates (Whitmore, 2017).

MSSWA has found the following factors are helpful considerations for schools and districts to consider when constructing their needs assessment and considering workload responsibilities for school social workers.

### Percentage of students qualified/identified/experiencing:

- Special education/IEPs
- English language learner (EL)
- McKinney-Vento (homelessness or high mobility)
- Foster care
- Free & reduced lunch (F&R)
- Mental health diagnoses
- Significant social/emotional/behavioral needs

### School or district factors such as:

- Academic achievement/achievement gaps
- Attendance data
- Behavioral data (office discipline referrals, suspensions, etc.)
- Bullying/harassment incidents
- Risk management data (threats of harm to self or others)
- Parental involvement


1 January 2019
SCHOOL SOCIAL WORK
PRACTICE MODEL OVERVIEW

Improving academic and behavioral outcomes
The roles and responsibilities of school social workers vary significantly across schools, districts, states, and countries. The purpose of the School Social Work Practice Model is (1) to articulate the skills and services that can be expected from school social workers, and (2) to promote consistency in undergraduate and graduate social work education, credentialing, and professional practice, with the goal of improving academic and behavioral outcomes.

There are a variety of factors that influence the percentage of time school social workers allocate to these different roles. The most obvious factor is the ratio of Full Time Equivalence to the number of students served. For all of the practices and key constructs in this model to be implemented effectively, a full-time social worker is required, which is approximately a 1-250 school social worker-student ratio. This estimate will vary depending on several factors, such as the percentage of high-risk students, the experience and expertise of the school social worker, and the availability of other services in the school and the community. Other factors that may affect the job description of school social workers are the priorities and expectations of the school/district.
The Practice Model encourages school social workers to (1) provide evidence-based education, behavior, and mental health services; (2) promote a school climate and culture conducive to student learning and teaching excellence; and (3) maximize access to school-based and community-based resources. School social workers are expected to possess advanced knowledge and technical skills to guide their practice in these three areas. The proportion of their time that school social workers engage in each practice varies widely depending on contextual factors, including the needs of the community, school, families, and students served.

1) **Provide evidence-based education, behavior, and mental health services**

Providing evidence-based education, behavior, and mental health services to support academic and behavior outcomes is the primary direct service component of school social work practice. School social workers have unique expertise in child and family work because they address school and community stressors that interfere with educational success. In addition, school social workers’ consultative skills can assist other school staff in implementing interventions with fidelity. This practice is accomplished by:

- Implementing multi-tiered programs and practices
- Monitoring progress, and
- Evaluating service effectiveness

2) **Promote a school climate and culture conducive to student learning and teaching excellence**

School social workers promote a psycho-social environment that fosters academic engagement and achievement. Environments are conducive to learning and teaching when they have: (1) policies and procedures that produce safe and orderly environments; (2) capacity-building efforts to promote effective practices; and (3) supportive relationships within and between students, families, school staff, and community partners. This practice is implemented by:

- Promoting effective school policies and administrative procedures
- Enhancing the professional capacity of school personnel, and
- Facilitating engagement between student, family, school, and community

3) **Maximize access to school-based and community-based resources**

Maximizing school-based and community-based resources is the primary indirect or macro-practice component of school social work services. This may involve coordinating available services within the school or reaching out to community partners to secure services. School social workers know the services a school system provides, and they know the scope of services available within the community. Their skills in navigating these service delivery systems (e.g., health, mental health, child welfare, and juvenile justice) are crucial in challenging barriers to school and community resources that enable academic and behavioral success. This practice is accomplished by:

- Promoting a continuum of services
- Mobilizing resources and promoting assets, and
- Providing innovative leadership, interdisciplinary collaboration, systems coordination, and professional consultation
Each school social work practice is supported by historical scholarship and research that delineates this specialized form of professional social work practice. The following key constructs are infused into each practice.

### Home-school-community linkages

Academic achievement and behavior are profoundly impacted by the environment, including relationships and interactions across home, school, and community settings. Facilitating communication and promoting linkages across these systems is a central characteristic of school social work practice.

### Ethical guidelines and educational policy

School social workers follow professional ethical guidelines and carry out federal and state educational policy to provide the highest level of school social work practice. The National Association of Social Workers (NASW) Code of Ethics and School Social Work Association of America (SSWAA) Ethical Guideline Series define expectations for ethical school social work practice. School social work literature further facilitates accountability by promoting the use of an ethical decision-making model when applying laws, policies, and codes to specific school dilemmas. The Code of Ethics emphasizes the need for continuous professional development to keep abreast of evidenced-based practices in the field, and reflection on evidence-based practices to ensure that they fit the context and culture of the school setting.

### Education rights and advocacy

School social workers address the ways in which structural inequalities and school processes affect school quality and educational outcomes. School social work practitioners are expected to raise issues of diversity and social and economic justice that lead to school failure and educational disparities. School social workers should be able to balance their mandate as school employees to advocate for students and families with their mandate as social workers to help change policies and practices that undermine the dignity and worth of students.

### Data-based decision-making

School social workers use the best current research to design and implement interventions. School social work services should be informed by the research literature, adapt empirically supported interventions to fit student needs, and routinely evaluate the effectiveness of policies, programs, and practices.

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**Correspondence concerning the model should be addressed to:** ContactUs@sswaa.org

The model should be cited as:

The Role of a School Social Worker

School Social Workers are the link between school and community in providing services to students, families, and school personnel to promote and support students’ academic and social success.

**Services to School Personnel**
- Assessing students with mental health concerns.
- Developing staff in-service training programs.
- Assisting teachers with classroom management.

**Services to Students**
- Providing crisis intervention.
- Developing intervention strategies to increase academic success.
- Helping conflict resolution and anger management.
- Helping children develop social-emotional skills.

**Services to Parents/Families**
- Interviewing the family to assess problems affecting the child’s education.
- Working with parents to facilitate support in their children’s school adjustment.
- Alleviating family stress for the child to function more effectively in school.

**Services to Districts**
- Developing alternative programs for dropouts, truants, delinquents, etc.
- Identifying and reporting child abuse and neglect.
- Providing prevention programs for school violence, substance abuse, & teen pregnancy.
- Helping districts assess school climate and develop school safety plans.

**School-Community Liaison**
- Obtaining and coordinating community resources to meet students’ needs.
- Helping school districts receive adequate support from social and mental health agencies.
- Coordinating systems of care to provide wrap-around services.

School Social Work Association of America

SSWAA.ORG
**WHY** do today's schools need School Social Workers?

Children today are increasingly victims of many social forces that negatively affect their role as students. The family is in a state of change and until it becomes stabilized, in whatever form, children's unmet physical and emotional needs will continue to interfere with their ability to learn and adjust in school.

**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.

**WHAT** are some of the specific services that School Social Workers provide?

**RELATED SERVICES:**
- Participating in special education assessment meetings as well as Individual Educational Planning meetings.
- Working with those problems in a child's living situation that affect the child’s adjustment in school. (home, school, and community)
- Preparing a social or developmental history on a child with a disability.
- Counseling (group, individual and/or family)
- Mobilizing family, school, and community resources to enable the child to learn as effectively as possible in his or her educational program
- Assisting in developing positive behavioral intervention strategies.

**SERVICES TO STUDENTS:**
- Providing crisis intervention.
- Developing intervention strategies to increase academic success.
- Assisting with conflict resolution and anger management.
- Helping the child develop appropriate social interaction skills.
- Assisting the child in understanding and accepting self and others.

**SERVICES TO PARENTS/FAMILIES:**
- Interviewing the family to assess problems affecting the child's educational adjustment.
- Working with parents to facilitate their support in their children's school adjustment.
- Alleviating family stress to enable the child to function more effectively in school & community.
- Assisting parents to access programs available to students with special needs.
- Assisting parents in accessing and utilizing school and community resources.

**SERVICES TO SCHOOL PERSONNEL:**
- Providing staff with essential information to better understand factors (cultural, societal, economic, familial, health, etc.) affecting a student’s performance and behavior.
- Assessing students with mental health concerns.
- Developing staff in-service training programs.
- Assisting teachers with behavior management.
- Providing direct support to staff.

**SCHOOL-COMMUNITY LIAISON:**
- Obtaining and coordinating community resources to meet students’ needs.
- Helping school districts receive adequate support from social and mental health agencies.
- Advocating for new and improved community/school service to meet the needs of students and families.
- Helping the system respond effectively to each child's needs.

**SERVICES TO DISTRICTS:**
- Assist in developing and implementing educational programs for children for exceptional children
- Developing alternative programs for drop-outs, truants, delinquents, etc.
- Identifying and reporting child abuse and neglect.
- Providing consultation regarding school law and school policy including IDEA and Section 504.
- Providing case management for students and families requiring multiple resources.

(Lists are exemplary and not exhaustive)  
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Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures (2010)


This compendium, published by the University of Illinois-Chicago and CASEL, describes the tools to assess the social and emotional learning of preschool and elementary school students (i.e., five- to ten-year-olds), along with aspects of the contexts in which they learn and their learning behaviors.
Self-Management

Self-Management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Several key sets of skills provide a strong foundation for achieving school and life success. Knowing how to manage one’s emotions in a constructive manner enables one to handle stress, control impulses and motivate one’s self to persevere through obstacles to achieve short- and long-term goals. It is also critical for one to be able to establish and monitor progress towards achieving academic and personal goals.

Ideally, educators integrate evidence-based Social and Emotional Learning (SEL) practices across all subject areas to help students develop their social emotional skills or competencies. For the Self-Management competency, we’ve developed two learning goals, set measurable grade band benchmarks, identified sample activities for each grade band and identified where select Minnesota Academic Standards connect to the benchmarks. The sample activities are suggestions that educators can use to teach the benchmarks – the activities are not meant to be complete lessons. The intent is for students to reach mastery of each benchmark by the end of the grade range; however, teachers may want to revisit the earlier skills periodically.

Learning Goals:

1. Demonstrates the skills to manage and express their emotions, thoughts, impulses and stress in effective ways.
2. Demonstrates the skills to set, monitor, adapt, achieve and evaluate goals.
**Learning Goal 1**

Demonstrates the skills to manage and express one’s emotions, thoughts, impulses and stress in constructive ways.

*Benchmarks, Sample Activities and Related Academic Standards by Grade Band*

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Benchmark</th>
<th>Sample Activity</th>
<th>Related Academic Standards</th>
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</table>
| Kindergarten–Grade 3 | Demonstrate calming strategies in order to manage emotions, thoughts, impulses and stress.                                   | Have students identify common stressors, e.g., being told “No,” losing a game, being left out, being frustrated, being teased, or feeling embarrassment. Have students identify strategies to cope with those stressors, including deep breathing techniques such as lying on the floor with a stuffed animal on their tummies and watching the toy rise and slowly fall as the child breathes slowly in and out, or shaking and watching a “glitter bottle” until all the glitter settles. | Arts, 0.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.  
Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.  
Common Core Math Standards, SMP 6, Attend to precision. |
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<th>Grade Band</th>
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<tr>
<td>Kindergarten–Grade 3</td>
<td>Describe how feelings relate to thoughts and behaviors.</td>
<td>When discussing stories, routinely ask students about a time they have felt the same way as a character in the story. How did the feelings of the character affect the character’s thoughts and behaviors? When something similar happened to students, how did their feelings affect their own thoughts and behaviors? Was it the same or different from the way the character acted?</td>
<td>Arts, 0.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</td>
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<tr>
<td>Kindergarten–Grade 3</td>
<td>Recognize that they have choices in their behaviors.</td>
<td>Read a story and discuss where the students would make different choices than a character and what the effects of those choices would have on the story. When handling discipline situations, ask students what choice they were making when deciding how to behave. How did their choice of how to behave affect what happened? Ask them how things might have worked out differently if they had chosen differently, e.g., if they had waited their turn instead of cutting in line.</td>
<td>Social Studies, 2.2.1.1.1, Given a goal and several alternative choices to reach that goal, select the best choice and explain why.</td>
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| Kindergarten–Grade 3 | Recognize the importance of not giving up (perseverance).                   | Routinely ask students to brainstorm ways to motivate themselves when they face difficult situations. For example, in math, check in with students as they encounter difficult tasks and give appropriate feedback when they eventually succeed. Read biographical stories about historical figures or leaders who didn’t give up. Talk about how their perseverance paid off, for themselves and for their communities. | Arts, 0.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.  
Arts, 0.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations. |
| Grades 4–5       | Use coping skills such as calming down, walking away, self-talk, seeking help or mediation to manage their emotions and behaviors. | Adults model self-talk and then discuss how they use it, e.g., “I’m really excited to see what’s inside the box or how the experiment turned out. I’m going to take a breath before I take a look. When I’m really excited I like to calm down before I do something, because I know I think well when I’m calm.” | Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.  
Common Core Math Standards, SMP 6, Attend to precision. |
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<tr>
<td>Grades 4–5</td>
<td>Use constructive ways of expressing their emotions, thoughts, impulses and stress such as through using I-statements.</td>
<td>Use fill-in-the-blank “I-statements” as a practice tool. I feel _______ (nervous or distracted) when ____________, e.g., the music is so loud. I feel _______, e.g., sad or angry when ____________, e.g., you say you’re going to text me and then you don’t. Set up small-group discussions that allow students to discuss how and why emotions can influence our behaviors (e.g., what happens when we get angry?), and how to handle emotions in appropriate ways.</td>
<td>Arts, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations. Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them. Common Core Math Standards, SMP 6, Attend to precision.</td>
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<tr>
<td>Grades 4–5</td>
<td>Understand causes and effects of their emotions, thoughts, impulses, stress and distress.</td>
<td>Read a story that demonstrates an internal conflict within a character, and students identify cause and effect of that conflict within a character. Establish shared classroom rules and expectations and outcomes so that students can see the impact of their own actions and behaviors on outcomes. Routinely use a decision-making process to help students reflect on the causes and effects of their emotions and thoughts. For example, “What was the problem?” “How did it make you feel?” “What was the decision you made in this situation?” “What were the consequences for you and for others?” “How can we make this situation better?” “The next time you face this kind of situation and feel this way, what could you do differently so that this doesn’t happen?”</td>
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<tr>
<td>Grades 4–5</td>
<td>Adapt for and overcome obstacles by demonstrating perseverance.</td>
<td>Any time students face challenges, routinely ask them to brainstorm ways to motivate themselves and overcome obstacles. Ask them to think about how they can adapt to be more effective in the situation, including who they might ask for help. Ask students to write an essay about how they overcame obstacles to achieving a goal – such as completing challenging math tests or complicated science experiments – by demonstrating perseverance. Ask students to share their story with a partner.</td>
<td>Arts, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</td>
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<tr>
<td>Grades 4–5</td>
<td>Analyze the relationship between your own ethical values – such as honesty, respect and integrity – and behavior.</td>
<td>Routinely read biographies of historical figures who demonstrated highly ethical values. Lead discussions about how their values influenced their actions. Ask students to write essays about their own ethical values, and how those values influence the way they behave toward others.</td>
<td>Social Studies, 0.1.1.1.1, Demonstrate civic skills in a classroom that reflect an understanding of civic values.</td>
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<td>Grades 6–8</td>
<td>Apply strategies to manage stress.</td>
<td>Discuss how students handle their stressors. Ask students to reflect on scenarios when they had a desired outcome versus non-desired outcome. Lead age-appropriate class discussion about how emotions can improve by changing our behavior. For example, “What can we do to make ourselves feel better when we’re feeling sad?” “Go to a caregiver for a hug,” “Listen to happy music,” “Dance to up music,” “Speak to a friend about the situation,” “Do something nice for someone else.”</td>
<td>N/A</td>
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<tr>
<td>Grades 6–8</td>
<td>Reflect on the positive and negative consequences of expressing their emotions in different situations and contexts.</td>
<td>Discuss ways that students can effectively and assertively advocate for themselves in different situations.</td>
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<td>Grades 6–8</td>
<td>Evaluate the role attitudes play in being successful.</td>
<td>Share your own story about times your attitude affected your success when you were a student, or as a teacher. Provide authentic feedback when you notice students showing a positive attitude. For example, “I know this math problem is challenging, but I like your attitude. You’re really sticking with it, and you’re not getting discouraged.”</td>
<td>Arts, 6.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</td>
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<tr>
<td>Grades 6–8</td>
<td>Evaluate how ethical values such as honesty, respect and integrity contribute to lifelong success and relationship building.</td>
<td>Ask students to respond to journal prompts that ask them to think about how their ethical values contribute to success or relationships. For example, “What are my values, and how do they make me a better friend? How will my values contribute to my success in school, my success in college, my success in the future...?”</td>
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<tr>
<td>Grades 6–8</td>
<td>Apply strategies to motivate successful performance (perseverance).</td>
<td>Students develop a graphic organizer that compares and contrasts ways to express behavior and outcomes.</td>
<td>Common Core Math Standards, SMP 4, Model with mathematics. Common Core Math Standards, SMP 5, Use appropriate tools strategically. Common Core Math Standards, SMP 7, Look for and make use of structure. ELA, W6.10, 7.10, 8.10, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
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<tr>
<td>Grades 9–12</td>
<td>Practice strategies for recognizing and coping with complex emotions such as rejection, social isolation, and other forms of stress/distress.</td>
<td>Highlight complex emotions when they occur in literature. Have students journal to reflect on how they might deal with complex emotions if they were in a similar position.</td>
<td>Arts, 9.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations. Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.</td>
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<td>Grade Band</td>
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<td>Grades 9–12</td>
<td>Incorporate personal management skills on a daily basis, including work/study skills, personal resources, and time management.</td>
<td>Students create a daily plan for mapping out school, activities, homework, and sleep/nutrition, etc. Routinely build in time at the beginning, in the middle or end of each day for students to create and reflect on their plan.</td>
<td>ELA, W9.10, 11.10, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
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<td>Grades 9–12</td>
<td>Evaluate how their behaviors influence the environment and society.</td>
<td>Ask students to complete individual or group reports exploring how different behaviors they engage in affect the environment and/or society. Lead community service projects that address a community need, and ask students to evaluate how their actions affected the community. Possibly use math as one of the analytic tools to make evaluations. Organize environmental projects, asking students to think about human activity they engage in that affects the environment such as littering. Ask them to identify a goal to improve a situation in the environment. At its completion, ask students to evaluate how their actions affected the environment. Possibly use math as one of the analytic tools to make evaluations.</td>
<td>Social Studies, 2.3.4.9.1, Identify causes and consequences of human impact on the environment and ways that the environment influences people. Science, 9.1.3.3.1, Describe how values and constraints affect science and engineering.</td>
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<td>Grade Band</td>
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<td>Grades 9–12</td>
<td>Analyze if they are behaving in line with ethical values and adjust accordingly.</td>
<td>Teach the THINK process to help students recognize responsible social media use before posting an unkind or untrue remark about a person because they are upset. THINK: T - is it true? H - is it helpful? I - is it inspiring? N - is it necessary and K - is it kind? This activity could be part of the class norms as well. Give students opportunities to journal in order to reflect on choices they have made during the day and whether their choices are aligned to their own value systems. Where students’ choices aren’t aligned to their own values, have them reflect on why and how they might shift this.</td>
<td>Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them. Common Core Math Standards, SMP 2, Reason abstractly and quantitatively. Science, 9.1.1.1.4, Explain how societal and scientific ethics impact research practices.</td>
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<td>Grades 9–12</td>
<td>Develop strategies to overcome roadblocks (perseverance).</td>
<td>Any time students face challenges, brainstorm with them about ways to overcome those roadblocks. Be sure to encourage them to think strategically about who in their world can be helpful, and how to cultivate relationships with those individuals, so they can reach out to them when they need help.</td>
<td>N/A</td>
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Table 1 – Self Management Learning Goal 1: benchmarks, sample activities and related academic standards by grade band.

**Learning Goal 2**

Demonstrates the skills to set, monitor, adapt, achieve and evaluate goals.

*Benchmarks, Sample Activities and Related Academic Standards by Grade Band*

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Identify personal goals with assistance from an adult.</td>
<td>Have students create a personal goal, hope or dream for the school year and display them in the classroom along with the steps they will need to take to reach it – a stairway activity.</td>
<td>Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.</td>
</tr>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Monitor progress towards personal goals with assistance from an adult.</td>
<td>Celebrate each step accomplished with a stairway activity.</td>
<td>N/A</td>
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<tr>
<td>Kindergarten–Grade 3</td>
<td>Describe and implement simple steps necessary to achieve short-term goals.</td>
<td>Students are presented with a community or school need, and students identify a personal asset that would help address the need.</td>
<td>Arts, 0.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</td>
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<td>Common Core Math Standards, SMP 8, Look for and express regularity in repeated reasoning.</td>
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<td>Science, 2.1.2.2.1, Identify a need or problem and construct an object that helps to meet the need or solve the problem.</td>
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<tr>
<td>Kindergarten–Grade 3</td>
<td>Identify personal resources to achieve goals.</td>
<td>As part of a simple class project, e.g., a community service project, or anytime students are working on a goal, routinely brainstorm simple resources students can use to achieve their goal. Develop dialoguing questions about goals such as “What is our goal? What are the steps it will take to achieve our goal? What are some of the things that might make it hard for us to achieve our goal? What are some resources we have to help us achieve our goal? Who can we ask for help? How will we celebrate when we’re done?”</td>
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<td>Common Core Math Standards, SMP 5, Use appropriate tools strategically.</td>
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| Kindergarten–Grade 3 | Demonstrate the ability to receive and act on feedback. | Talk about how we can be respectful and listen when we receive feedback. Provide authentic feedback when students receive feedback well and when they act on it. For example, I saw the way you listened respectfully just now. I can tell you’re thinking about ways you can do better next time. What are you thinking you might do differently? What’s something you could do right now to make the situation better?" | ELA, W0.5, Recognize common types of texts (e.g., storybooks, poems).  
ELA, W1.5, Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  
ELA, W2.5, Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  
ELA, W3.5, Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
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<tr>
<td>Grades 4–5</td>
<td>Identify goals across multiple domains (e.g., academic, personal, and social).</td>
<td>Help students identify individual goals, e.g., academic, athletic, personal, and social and help them organize projects in which they chart progress toward achieving daily and weekly goals. Similar projects can also be developed for small group or classroom goals. A classroom goal could be to reduce the time it takes for us to get settled in our desks in the morning.</td>
<td>Arts, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations. ELA, 6.9.1.1b, 7.9.1.1b, 8.8.1.1b, Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</td>
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<tr>
<td>Grades 4–5</td>
<td>Monitor progress toward goals across multiple domains.</td>
<td>Create projects that allow students to work toward a personal and/or classroom goal. Select the goal, break it into steps.</td>
<td>Arts, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations. Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.</td>
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| Grades 4–5 | Implement steps necessary to achieve their goals. | Anytime students are working toward achieving a goal, ask questions to help them identify and work through the steps necessary to achieve their goal. For example, What is your goal in this situation? What are sub-goals you think you could realistically accomplish in the next few weeks? How will you monitor your progress? Who will you ask for help? Who will you go to for moral support? How will you celebrate your achievements? | Arts, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.  
ELA, W4.6.5, With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing.  
ELA, W5.6.5, With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.  
Science, 4.1.2.2.1, Identify and investigate a design solution and describe how it was used to solve an everyday problem. |
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<td>Grades 4–5</td>
<td>Identify internal and external resources necessary to overcome obstacles in meeting goals.</td>
<td>In collaboration with students, develop a school and community resource chart with internal and external support systems and resources. As a regular practice, any time students are working on goals, ask them questions that help them think about the resources they can use. Example questions are: What are the challenges you’re facing in achieving your goal? What kinds of resources could you use to help you overcome the obstacle? Think about the resources chart we developed together. What kinds of resources did you find there that might be helpful? What are you going to try today?</td>
<td>Common Core Math Standards, SMP 5, Use appropriate tools strategically. Science, 4.1.2.2.2, Generate ideas and possible constraints for solving a problem through engineering design.</td>
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<td>Grades 4–5</td>
<td>Demonstrate the ability to actively engage in a feedback loop.</td>
<td>Build in time for reflection at the end of each day or week when students reflect on their plans or goals and assess whether they are making progress and think about what they may want to do to improve.</td>
<td>ELA, W4.6.5, With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. ELA, W5.6.5, With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Science, 4.1.2.2.3, Test and evaluate solutions, considering advantages and disadvantages for the engineering solution, and communicate the results effectively.</td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>Connect goal-setting skills to academic, personal and civic success.</td>
<td>Create individual and group goal projects that allow students to work on academic, personal or civic goals. Help them set up ways to monitor their progress, and develop routines for them to reflect each day or week on their progress.</td>
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<thead>
<tr>
<th>Grade Band</th>
<th>Benchmark</th>
<th>Sample Activity</th>
<th>Related Academic Standards</th>
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<tbody>
<tr>
<td>Grades 6–8</td>
<td>Monitor progress towards goals and adjust steps as needed.</td>
<td>Schoolwide celebration of students who are actively participating in goal-achieving programs.</td>
<td>Arts, 6.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations. Social Studies, 9.2.1.1.1, Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices. Social Studies, 9.2.2.2.1, Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan. Science, 6.1.2.2.1, Apply and document an engineering design process that includes identifying criteria and constraints, making representations, testing and evaluation, and refining the design as needed to construct a product or system to solve a problem.</td>
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<tr>
<td>Grades 6–8</td>
<td>Demonstrate the ability to balance and prioritize multiple goals.</td>
<td>Create a group writing project or science project – including project-based learning activities – to provide students with practice in balancing and prioritizing multiple goals that are associated with completion of any project.</td>
<td>ELA, SLVML 6.6, 7.6, 8.6, Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. ELA, W6.5, 7.5, 8.5, With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.</td>
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<tr>
<td>Grades 6–8</td>
<td>Utilize internal and external resources to help achieve goals.</td>
<td>Students are involved in a college/career access program at their school that helps build connections to academic planning, goal-setting, future aspirations and how to utilize resources.</td>
<td>Common Core Math Standards, SMP 5, Use appropriate tools strategically.</td>
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<tr>
<td>Grades 6–8</td>
<td>Demonstrate the ability to filter feedback from adults and peers.</td>
<td>During a group experiment or writing project, ask students to ask adults and peers for feedback. Ask students to work in small groups to review the feedback and decide what feedback is helpful.</td>
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<td>Grade Band</td>
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<tr>
<td>Grades 9–12</td>
<td>Develop both medium- and longer-term goals – by the end of the school year or in six months.</td>
<td>Use a planner to help students develop good goal-setting skills. Assignments are goals that can be broken down into smaller subgoals to teach good planning and goal setting. Create small groups designed to help students think about the steps needed to complete an assignment, e.g., doing research to gather information, outlining the report, drafting the report, proofing the report. They can use their planner to lay out the scheduled steps and monitor their progress. Build in rewards and celebrations for completing goals.</td>
<td>N/A</td>
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<tr>
<td>Grade Band</td>
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<tr>
<td>Grades 9–12</td>
<td>Monitor progress toward medium- and long-term goals, and make adjustments to plan as needed.</td>
<td>Students could interview someone in their career of choice or interview college-aged students to ask about how positive goal-setting helps in their career or in college. Ask students to identify a one-month academic or athletic goal and create a project to monitor their progress. As part of math or science, they might be asked to develop graphs to show progress.</td>
<td>Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them. Social Studies, 9.2.1.1.1, Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices. Social Studies, 9.2.2.2.1, Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan. Science, 9.1.2.2.2, Develop possible solutions to an engineering problem and evaluate them using conceptual, physical and mathematical models to determine the extent to which the solutions meet the design specifications.</td>
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<tr>
<td>Grades 9–12</td>
<td>Identify action steps that connect current goals with future, long-term goals.</td>
<td>Take career interest surveys, researching different postsecondary choices, researching timelines/deadlines, knowing the importance of academic growth.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>Determine the appropriate outside resources that can help with responding to a personal, school, or civic need.</td>
<td>Make a list of outside resources who can support goal-setting.</td>
<td>Common Core Math Standards, SMP 5, Use appropriate tools strategically.</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>Analyze and implement feedback from multiple sources (peers, teachers, family).</td>
<td>For large group projects, ask teams of students to ask adults and peers to review an early draft of their project. Ask them to collect the feedback and then come together in their group to discuss and organize the feedback and to decide how to act on it to improve the final product.</td>
<td>Arts, 9.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations. ELA, SLVML 9.6, 11.6, Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. ELA, W11.6, Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</td>
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Self-Awareness

Self-Awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations, and possessing a well-grounded sense of confidence and optimism.

Ideally, educators integrate evidence-based Social and Emotional Learning (SEL) practices across all subject areas to help students develop their social emotional skills or competencies. For the Self Awareness competency, we’ve developed three learning goals, set measurable grade band benchmarks, identified sample activities for each grade band and identified where select Minnesota Academic Standards connect to the benchmarks. The sample activities are suggestions that educators can use to teach the benchmarks – the activities are not meant to be complete lessons. The intent is for students to reach mastery of each benchmark by the end of the grade range; however, teachers may want to revisit the earlier skills periodically.

Learning Goals:

1. Demonstrates an awareness and understanding of own emotions.
2. Demonstrates awareness of personal strengths, challenges, aspirations and cultural, linguistic, and community assets.
3. Demonstrates awareness of personal rights and responsibilities.
Learning Goal 1

Demonstrates an awareness and understanding of own emotions.

**Benchmarks, Sample Activities and Related Academic Standards by Grade Band**

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Benchmark</th>
<th>Sample Activity</th>
<th>Related Academic Standards</th>
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<tbody>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Recognize and label their emotions and feelings.</td>
<td>Routinely talk about physical and emotional cues that tell us how we’re feeling in different situations and in age-appropriate ways. For example, with younger children say, “Some people are happy when they have a smile. Is that what you’re feeling? How can you tell on the inside you’re feeling happy?” Recognize that not all cultures express emotions in similar ways. Listen deeply to what students say and reflect what you heard about their feelings, e.g., “When I hear the kinds of things you’re saying, it sounds like you’re feeling very frustrated right now. Is that what you’re feeling?”</td>
<td>Art, 0.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</td>
</tr>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Identify positive and negative emotions.</td>
<td>Schoolwide reading of “How Full Is Your Bucket.” Listen deeply to what students say and reflect what you heard about their feelings, e.g., “It sounds like you’re feeling very frustrated right now...,” “It sounds like you’re feeling very happy right now...”</td>
<td>Art, 0.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</td>
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<tr>
<td>Kindergarten–Grade 3</td>
<td>Identify emotions related to different situations or events.</td>
<td>Throughout the day, ask students to stop and identify their emotion, asking why they feel the way they do. As part of discussing stories, have students identify a time when they may have had the same feelings as a character. Ask them to: discuss this in small groups, draw a picture or write simple sentences in their journals to describe how those situations caused them to feel the way they did.</td>
<td>Art, 0.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</td>
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<tr>
<td>Grades 4–5</td>
<td>Develop more complex vocabulary to communicate their emotions and feelings.</td>
<td>Students role play situations, which display variations in intensity. Provide vocabulary words such as thrilled, elated, mournful, rejected, disappointed or irate, and have students practice using those words in their writing.</td>
<td>Art, 4.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations. ELA, L4.6, Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
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<tr>
<td>Grades 4–5</td>
<td>Distinguish degrees of their own emotional intensity.</td>
<td>Discuss with students the basic emotions, and range of intensity within those emotions. Have students create “emotional thermometers” and discuss vocabulary words that fit at different levels, e.g., irritated versus irate. Refer to the thermometers with the whole class, e.g., before taking a quiz or going on a field trip. Independently check in with them when they seem to need support.</td>
<td>Art, 4.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</td>
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<tr>
<td>Grades 4–5</td>
<td>Recognize the connection between their thoughts, emotions, and behaviors.</td>
<td>Read an appropriate book for recognizing emotions and behaviors and discuss how it impacts them. As part of discussing stories, have students identify a time they may have had the same thoughts or feelings as a character and ask them to: discuss this in small groups, draw a picture, or write in their journals to describe how those situations caused them to think and feel the way they did.</td>
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<tr>
<td>Grades 4–5</td>
<td>Describe how they physically respond to emotion.</td>
<td>Demonstrate personal awareness through active play, mimicking animal and character behaviors, noticing how their body responds when they act out character emotions. Ask students to work in small groups to describe how different emotions make them feel physically. Or, have them respond to simple journal prompts that ask them to reflect on how emotions make them feel, such as, what does it feel like physically when you’re happy, sad, excited, angry or nervous?</td>
<td>Art, 4.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations. Art, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</td>
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<td>Grades 6–8</td>
<td>Recognize the importance of complex emotions, such as an indicator of a situation that needs attention.</td>
<td>During testing and other high-stress periods, lead class discussions about the importance of self-care, such as taking breaks, pacing yourself, breathing deeply and exercising. When students face challenging situations in math classes or with difficult lab experiments, or they appear to be under stress, routinely ask questions that help them identify their feelings, such as, “how are you feeling about this?”; “What do you need to do to handle this situation?”; “What are you doing to take care of yourself?” Have students identify moments where characters in the literature they are reading experience complex emotions. Discuss what these emotions are and why – using evidence from the text and inference – the character might be having the emotions and what they could do to resolve them.</td>
<td>Arts, 6.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</td>
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<tr>
<td>Grades 6–8</td>
<td>Analyze their emotional states that contribute to or detract from their ability to problem-solve.</td>
<td>In pairs or in small groups, ask students to share or reflect and write a response to journal prompts about a time they had a problem, and how emotions such as anxiety, anger or fear may have made it more difficult to solve the problem. Make the point that it’s easier to make a good decision or solve a problem when we’re calm.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>Assess emotional reactions in different contexts, such as face-to-face or through electronic communication.</td>
<td>In pairs or small groups, ask students to share or to reflect and write in response to journal prompts about how their emotions may be more or less strong in different situations with other people, e.g., face-to-face interactions, phone conversations, in text messages or other electronic communication.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>Distinguish emotions one holds from how others expect them to feel.</td>
<td>In pairs, small groups, or individually, ask students to reflect on journal prompts about how others may expect them to feel in certain situations and how that may be different from how they actually feel.</td>
<td>N/A</td>
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<tr>
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<tr>
<td>Grades 9–12</td>
<td>Describe how external events or internal thoughts can trigger multiple emotions.</td>
<td>In pairs, small groups, or individually, ask students to reflect on journal prompts about how others may expect them to feel in certain situations and how that may be different from how they actually feel. In response to literature, ask students to think about what the author is thinking about or responding to, and how it appears to be triggering multiple emotions in the author at the same time.</td>
<td>Arts, 9.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</td>
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<tr>
<td>Grades 9–12</td>
<td>Describe how changing their interpretation of an event, for example through self-talk, can change how they feel about it.</td>
<td>Share a time as a teacher when self-talk helped change the way you felt about a situation, e.g., “I was frustrated because my friend hadn’t called me when she said she would, but then I reminded myself how busy she was, and that it wasn’t personal, and I calmed down.” When students appear to be experiencing emotions that may interfere with their progress, ask dialoguing questions that help them identify opportunities to use self-talk to calm down, e.g., “I can tell you’re angry about what he did, but what could you say to yourself to help you calm down?” “What could you say to yourself to remind yourself that it’s important to wait until you’re calm to decide what to do?”</td>
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<tr>
<td>Grades 9–12</td>
<td>Self-reflect to assess whether the intensity of their emotions “fit” a given situation.</td>
<td>When students appear to be experiencing emotions that may interfere with their progress, ask dialoguing questions that help them identify opportunities to use self-talk to calm down, e.g., “I can tell you’re angry about what he did, but what could you say to yourself to help you calm down?” “What could you say to yourself to remind yourself that it’s important to wait until your calm to decide what to do?”</td>
<td>Arts, 9.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>Understand that identities and heritage practices shape the way one views, understands and interprets emotions.</td>
<td>When discussing characters in literature or historical figures or leaders, ask students (in pair shares, small groups, or in individual responses to journal prompts) to reflect on how the character or figure’s identity/heritage may have shaped their views and how they interpret their emotions. How is this different from the student’s experience?</td>
<td>Arts, 9.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</td>
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</table>

Table 1 – Self-Awareness, Learning Goal 1: benchmarks, sample activities and related academic standards by grade band.
**Learning Goal 2**

Demonstrates awareness of personal strengths, challenges, aspirations and cultural, linguistic, and community assets.

*Benchmarks, Sample Activities and Related Academic Standards by Grade Band*

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Benchmark</th>
<th>Sample Activity</th>
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</thead>
<tbody>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Describe their personal qualities, such as likes and dislikes, needs and wants, strengths and challenges.</td>
<td>Students create an “All About Me” poster and post it in the hallway.</td>
<td>Common Core Math Standards, SMP 4, Model with mathematics.</td>
</tr>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Describe an activity/task in which they may need help in order to be successful.</td>
<td>In different tasks over time, routinely ask students to think about when they need to ask for help, and who they can ask.</td>
<td>Science, 2.1.1.2.1, Raise questions about the natural world and seek answers by making careful observations, noting what happens when you interact with an object, and sharing the answers with others. Arts, 0.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</td>
</tr>
<tr>
<td>Grade Band</td>
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<tr>
<td>Kindergarten–Grade 3</td>
<td>Identify family, peer, school, community, cultural, and linguistic strengths.</td>
<td>Students complete an art project to celebrate things they love about their family and community.</td>
<td>Science, 3.1.3.2.2, Science and engineering involves many kinds of work and engages men and women of all ages and backgrounds. Social Studies, 2.4.2.4.2, Describe how the culture of a community reflects the history, daily life or beliefs of its people.</td>
</tr>
<tr>
<td>Grades 4–5</td>
<td>Describe the personal strengths and assets they possess that make them successful members of their school and community.</td>
<td>Students are presented with a community or school need, and students identify a personal asset that would help address the need. Have students complete a project to identify their own personal interests or strengths, through drawing a picture or writing brief answers on a worksheet to share with a caregiver at home or in peer pair share.</td>
<td>Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them. Common Core Math Standards, SMP 4, Model with mathematics. Common Core Math Standards, SMP 7, Look for and make use of structure.</td>
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<tr>
<td>Grades 4–5</td>
<td>Identify and explore opportunities to develop skills and talents.</td>
<td>Ask students to identify their own personal strengths and weaknesses that they’d like to work on in an art project or journal activity. Routinely give students the opportunity to reflect on what they like to do and what they’re good at. “I can tell you really liked the math/science project we just did. Why do you think you liked this activity especially?” Routinely give students the opportunity to reflect on what they like to read or what kinds of stories or poems they prefer and why. “Why do you think you liked this story especially?” or “Why do you think you like reading these kinds of books?”</td>
<td>Art, 4.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations. Art, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</td>
</tr>
<tr>
<td>Grades 4–5</td>
<td>Determine ways to use family, school and community resources to accomplish tasks.</td>
<td>Help students identify a need in the community and develop a project to address the need. As part of the project, ask students to brainstorm and execute ways of using family, school and community resources to complete the project.</td>
<td>Science, 5.1.3.2.1, Describe how science and engineering influence and are influenced by local traditions and beliefs.</td>
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<tr>
<td>Grades 6–8</td>
<td>Self-reflect to recognize their strengths to meet a need and/or address a challenge.</td>
<td>Routinely provide authentic feedback and ask questions that help students reflect on their own strengths and interests, e.g., “I can tell you’re really enjoying this story. Can you tell me what about this is making you feel so energized, motivated, happy?” or “I can tell you’re really proud of how you did on this project. Can you tell me what about this you’re most proud of?”</td>
<td>Common Core Math Standards, SMP 8, Look for and express regularity in repeated reasoning. Arts, 6.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</td>
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<td>Grades 6–8</td>
<td>Analyze how their personal qualities and temperaments influence choices and successes.</td>
<td>Administer a school to work survey.</td>
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<td>Grades 6–8</td>
<td>Identify and enhance an individual affinity/interest group, such as an extracurricular group or after school group.</td>
<td>Routinely provide authentic feedback, e.g., “You are really good at X” or “I can tell you really love X.” Encourage students to sign up for school activities that will allow them to develop their interests, such as student council or an after school club. “Where Everybody Belongs” (WEB), is a middle school orientation/transition program that welcomes sixth- or seventh-graders and makes them feel comfortable throughout the first year of their middle school experience.</td>
<td>Arts, 6.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</td>
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<tr>
<td>Grades 9–12</td>
<td>Evaluate strengths and challenges in relation to achieving goals (personal, academic and social).</td>
<td>Students complete a learning style inventory and discuss ways to leverage it.</td>
<td>Common Core Math Standards, SMP 4, Model with mathematics. Common Core Math Standards, SMP 8, Look for and express regularity in repeated reasoning. Arts, 9.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>Identify things about themselves that they cannot change and devote their energy to something they can change.</td>
<td>As part of social studies or history class, read about historical figures who made a difference in their community. Create a community service project inspired by those individuals, a project that is based on a collective goal of students, and help students identify roles they can fill to support the work.</td>
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<tr>
<td>Grades 9–12</td>
<td>Analyze how personal qualities help to contribute to community and family, based on identified interests and strengths.</td>
<td>Encourage students to sign up for school activities. Ask students to respond to a journal prompt or essay question that asks them to reflect on how their interests, talents and skills contribute to their family and community.</td>
<td>Arts, 9.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</td>
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<tr>
<td>Grades 9–12</td>
<td>Examine the ways that one’s actions create unjust imbalances in opportunity, access, participation and success for particular groups of students.</td>
<td>Reflect on roles in activities and the strengths and interests they bring to those teams or groups. Provide journal prompts or have students write an essay in response to a question that asks them to reflect on injustices in their community, and how the actions of different members of the community – including ourselves – may perpetuate those injustices.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Table 2 – Self-Awareness, Learning Goal 2: benchmarks, sample activities and related academic standards by grade band.
Learning Goal 3

Demonstrates awareness of personal rights and responsibilities.

**Benchmarks, Sample Activities and Related Academic Standards by Grade Band**

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Benchmark</th>
<th>Sample Activity</th>
<th>Related Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Describe what it feels like to feel safe and respected.</td>
<td>Using school or classroom expectations, model and have children demonstrate responsible use and care of their own and others’ belongings. Ask them how it feels when everyone respects each other and the classroom. Establish school and classroom expectations using the rights and responsibilities concept, e.g., “I have the responsibility to play safely at recess; I have the right to not be injured while playing at recess.” Work with students to create positively stated, simple rules for the classroom. One example is “we listen respectfully when others are speaking.”</td>
<td>ELA, SLVML 3.7.d, Recognize safe practices in personal media communications.</td>
</tr>
<tr>
<td>Grade Band</td>
<td>Benchmark</td>
<td>Sample Activity</td>
<td>Related Academic Standards</td>
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<tr>
<td>Kindergarten–Grade 3</td>
<td>Explain positive and negative consequences for their choices and actions.</td>
<td>Engage students authentically in decision- and choice-making on policies such as classroom rules, school codes of conduct, and bullying and harassment policies and reporting/investigation protocols. Anytime students face a choice or decision, ask dialoguing questions that help them reflect on the consequences for each of the possible choices. For example, “If we do that next, what will happen?”</td>
<td>ELA, SLVML 3.7.d, Recognize safe practices in personal media communications. Social Studies, 3.2.1.1.1, Identify possible short- and long-term consequences (costs and benefits) of different choices.</td>
</tr>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Demonstrate responsibility in taking care of their own belongings.</td>
<td>Using school or classroom expectations, have children demonstrate ways to assert their right to feel respected by adults and classmates.</td>
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</tr>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Demonstrate responsibility when using others’ belongings, e.g. asking permission and taking care of the belongings.</td>
<td>Routinely provide authentic feedback and ask students dialoguing questions that encourage them to reflect on how demonstrating responsibility is effective. E.g., “I saw the way you asked if you could use her marker and then returned it when you were done. Do you think she’ll be willing to let you use things once in a while when you need to in the future? Why?”</td>
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<tr>
<td>Grade Band</td>
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<td>Related Academic Standards</td>
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<tr>
<td>Grades 4–5</td>
<td>Define their role in ensuring safety and respect for others.</td>
<td>Students create posters or drawings about safe and respectful environments, and discuss the roles of students and adults.</td>
<td>Art, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</td>
</tr>
<tr>
<td>Grades 4–5</td>
<td>Accepting positive or negative consequences of their own choices and actions.</td>
<td>Use restorative circle processes to assert rights and responsibilities.</td>
<td>Science, 4.3.4.1.1, Describe how the methods people utilize to obtain and use water in their homes and communities can affect water supply and quality. Social Studies, 2.3.4.9.1, Identify causes and consequences of human impact on the environment and ways that the environment influences people.</td>
</tr>
<tr>
<td>Grades 4–5</td>
<td>Identify areas of personal responsibility.</td>
<td>Include “responsibility” as a vocabulary word. Lead a discussion about what personal responsibility means. Ask students to reflect on their personal responsibilities in response to journal prompts or in pair shares.</td>
<td>ELA, SLVML 4.7.d, Recognize safe practices in social and personal media communications. ELA, SLVML 5.7.d, Recognize ethical standards and safe practices in social and personal media communications. Science, 5.3.4.1.3, Compare the impact of individual decisions on natural systems.</td>
</tr>
<tr>
<td>Grade Band</td>
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<tr>
<td>Grades 4–5</td>
<td>Explain the benefits of being responsible to self and others.</td>
<td>As part of a reflection – in response to journal prompts or in pair shares – ask students to describe the benefits of being responsible to self and others.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>Demonstrate how to assert rights in a way that respects the rights of others.</td>
<td>Students write newspaper articles, journal entries or create art showing personal and community aspects of safe and respectful environments. Students write newspaper articles, journal entries or create art to celebrate ways they or others have asserted their rights in a way that respects the rights of others.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>Analyze the short and long-term outcomes of choices and behavior.</td>
<td>Lead a discussion on the difference between short- and long-term consequences. For short term, focus on immediate or today consequences. For long term, focus on the effects a month or year from now or beyond. Anytime students face a decision, ask dialoguing questions that encourage them to think about short- and long-term consequences of their choices. E.g., “What will the outcomes of your decision be, today? “How might it affect you and your goals this semester?”</td>
<td>Science, 7.4.4.1.2, Describe ways that human activities can change the populations and communities in an ecosystem.</td>
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<td>Grade Band</td>
<td>Benchmark</td>
<td>Sample Activity</td>
<td>Related Academic Standards</td>
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<tr>
<td>Grades 6–8</td>
<td>Identify areas of control one has over situations in life.</td>
<td>Students design a brochure detailing safety issues and procedures regarding common scenarios and behaviors.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>Defines their responsibility for the outcomes of safe, risky or harmful behaviors.</td>
<td>Students design a brochure detailing safety issues and procedures regarding common scenarios and behaviors.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>Advocate for the rights of self and others.</td>
<td>Use four-square diagram to discuss different scenarios and analyze community rights and responsibilities versus personal rights and responsibilities and how they relate to each other. Apply this exercise to current events/issues as well as to students’ personal goals.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>Describe how taking personal responsibility can lead to success.</td>
<td>Give students a chance to role play in situations where students need to demonstrate self-advocacy – with teachers, parents or in higher education institutions. Help students identify an area of need in the community and organize a community service project. Celebrate completion of the project, including how they successfully took care of their areas of responsibility.</td>
<td>Arts, 9.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</td>
</tr>
<tr>
<td>Grade Band</td>
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<tr>
<td>Grades 9–12</td>
<td>Realize the level of control they have over their own lives and act accordingly.</td>
<td>Ask students to write essays about the things they can improve in themselves and in their lives, and identify something they’d like to do. Help them organize self-improvement or community-improvement projects.</td>
<td>Science, 9.4.4.1.2, Describe the social, economic and ecological risks and benefits of changing a natural ecosystem as a result of human activity.</td>
</tr>
</tbody>
</table>
| Grades 9–12 | Identify role(s) as a responsible community member. | Engage students authentically in decision- and choice-making on policies such as classroom rules, school codes of conduct, and bullying and harassment policies and reporting/investigation protocols. | ELA, SLVML 9.7.c, Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.  
ELA, SLVML 9.7.d, Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.  
ELA, SLVML 11.7.d, Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.  
Science, 9.4.4.1.3, Describe contributions from diverse cultures, including Minnesota American Indian tribes and communities, to the understanding of interactions among humans and living systems.  
Social Studies, 1.1.1.1.1, Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important. |
<table>
<thead>
<tr>
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<td>Social Studies, 4.1.4.6.2, Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and how they are selected.</td>
</tr>
</tbody>
</table>

Table 3 – Self-Awareness, Learning Goal 3: benchmarks, sample activities and related academic standards by grade band.
Social Awareness

Social Awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

Social awareness requires staff and educators to acknowledge, value, support, and respond to the cultural values, traditions, communication, learning styles, contributions, and relational patterns of all students in the classroom. As school districts locally select, develop, prepare and deliver their own curricula, they may want to consider modifying their curricula to critique and redress issues of privilege and bias (e.g., sexism, ageism, ableism, racism, and heteronormative stereotypes).

It is also important that students and educators:

- Understand their own cultural identity and its implications in interactions and toward school.\(^1\)
- Possess an affirming attitude toward all students.
- Develop constructive ways of engaging each other’s practical knowledge.\(^2\)
- Appreciate multiple and diverse perspectives in the classroom.\(^3\)
- Examine the systemic structures and ideologies that justify inequalities.\(^4\)
- Critically reflect on the socio-historic legacy of groups of people not benefitting from and being oppressed by U.S. public systems.\(^5\)
- Acknowledge, value, support, and respond to the cultural values, traditions, communication, learning styles, contributions, and relational patterns of all students in the classroom.\(^6\)

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\(^3\) Gray, S. (2012).
Ideally, educators integrate evidence-based Social and Emotional Learning (SEL) practices across all subject areas to help students develop their social emotional skills or competencies. For the Social Awareness Competency, we’ve developed four learning goals, set measurable grade band benchmarks, identified sample activities for each grade band and identified where select Minnesota Academic Standards connect to the benchmarks. The sample activities are suggestions that educators can use to teach the benchmarks – the activities are not meant to be complete lessons. The intent is for students to reach mastery of each benchmark by the end of the grade range; however, teachers may want to revisit the earlier skills periodically.

**Social Awareness Learning Goals**

1. Demonstrates awareness of and empathy for individuals, their emotions, experiences and perspectives through a cross-cultural lens.
2. Demonstrates awareness and respect of groups and their cultures, languages, identities, traditions, values and histories.
3. Demonstrates awareness of how individuals and groups cooperate toward achieving common goals and ideals.
4. Demonstrates awareness of external supports and when supports are needed.

**Learning Goal 1**

Demonstrates awareness of and empathy for individuals, their emotions, experiences and perspectives through a cross-cultural lens.

**Benchmarks, Sample Activities and Related Academic Standards by Grade Band**

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Benchmarks</th>
<th>Sample Activities</th>
<th>Related Academic Standards</th>
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</thead>
</table>
| Kindergarten–Grade 3 | Identify a range of emotional expressions in others, e.g., by facial expression or tone of voice. | During classroom read-aloud, stop periodically to ask students what a character is feeling and how the picture helps them to know this. | Arts, 0.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.  
English language arts (ELA) Speaking, Viewing, Listening and Media Literacy (SLVML1) 0.1.c, listen to others and name emotions by observing facial expression and other nonverbal cues. |
<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Benchmarks</th>
<th>Sample Activities</th>
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<tbody>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Recognize that others may experience situations differently from them.</td>
<td>Ask questions during story time or reading time to help students reflect on the feelings of characters. Invite students to share when they have experienced similar feelings. Hearing other students’ answers helps all students become more socially aware. Have students play agree/disagree, where they go to different areas of the room if they agree or disagree with statements (e.g., “I like playing sports.”), then explain their answers.</td>
<td>Common Core Math Standards, Standards for Mathematical Practice (SMP) 6, attend to precision.</td>
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<tr>
<td>Kindergarten–Grade 3</td>
<td>Anticipate reactions in others in response to a specific situation.</td>
<td>Students brainstorm a list of behaviors they feel would both help and hurt others (e.g., sharing candy may make your classmate smile; taking their pencil may make your classmate upset).</td>
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<td>Grade Band</td>
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<tr>
<td>Grades 4–5</td>
<td>Identify how their behavior affects the emotions of others.</td>
<td>Have students analyze how characters’ behaviors affect others as part of an after reading journal reflection. Ask students to journal about a time when their behavior positively or negatively affected someone.</td>
<td>Arts, 4.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations. Social Studies, 7.1.1.1.1, Exhibit civic skills, including participating in civic discussion on issues in the contemporary United States, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus. Social Studies, 8.1.1.1.1, Exhibit civic skills, including participating in civic discussion on issues in the contemporary world, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.</td>
</tr>
<tr>
<td>Grades 4–5</td>
<td>Demonstrate respect for others’ perspectives and point of views.</td>
<td>Discuss how characters in a story show respect for others. Routinely model respectful behavior toward other teachers and students. Routinely elevate students when you observe them actively respecting another’s point of view, e.g., “I know you disagreed with Marissa’s perspective, but you were respectful in the way you responded.”</td>
<td>Arts, 4.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations. Social Studies, 7.1.1.1.1, Exhibit civic skills, including participating in civic discussion on issues in the contemporary United States, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus. Social Studies, 8.1.1.1.1, Exhibit civic skills, including participating in civic discussion on issues in the contemporary world, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.</td>
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<td>Grade Band</td>
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<tr>
<td>Grades 4–5</td>
<td>Identify verbal, physical or situational cues that indicate how others may feel.</td>
<td>Provide examples from literature or video clips of various social cues that indicate how others may feel; include the examples during reading and social studies. Students could then work in small groups to talk about examples they have observed in their own life.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>Analyze how their behavior affects the emotions of others, and determine ways to adjust accordingly.</td>
<td>Have students journal or write a piece of narrative nonfiction about a time when their behavior had a positive or negative impact on someone they cared about or their community.</td>
<td>N/A</td>
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<td>Grade Band</td>
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<tr>
<td>Grades 6–8</td>
<td>Summarize another’s point of view.</td>
<td>This summary can be done when students are using academic language to debate an issue or discuss different solutions to math problems. Then include an activity where students summarize the opposing point of view.</td>
<td>Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them. Science, 8.1.1.1.1, Evaluate the reasoning in arguments in which fact and opinion are intermingled or when conclusions do not follow logically from the evidence given. English Language Arts, ELA, SLVML 6.1, 7.1, 8.1, Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others’ ideas and expressing their own ideas clearly. ELA, SLVML, 6.3, 7.3, 8.3, Delineate a speaker’s argument, specific claims, and intended audience, distinguishing claims that are supported by reasons and evidence from claims that are not.</td>
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<td>Grade Band</td>
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<tr>
<td>Grades 6–8</td>
<td>Predict others’ feelings and perspectives in a variety of situations.</td>
<td>Students write alternate endings to stories by changing the behavior of one character. Have students write scenarios and then share the scenarios with peers, who will predict how each character might feel and why.</td>
<td>Common Core Math Standards, SMP 3, Construct viable arguments and critique the reasoning of others.</td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>Recognize the factors that impact how they are perceived by others.</td>
<td>Show video clips, such as Kid President clips on social issues, to help understand and learn social cues.</td>
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<td>Grade Band</td>
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<tr>
<td>Grades 9–12</td>
<td>Express understanding of those who hold different opinions.</td>
<td>Using current local issues, ask students to find examples of when people have expressed different opinions and how they dealt with that. Routinely provide authentic feedback when students behave respectfully toward others who hold different opinions.</td>
<td>Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them. Common Core Math Standards, SMP 3, Construct viable arguments and critique the reasoning of others. Social Studies, 9.1.1.1.1, Demonstrate skills that enable people to monitor and influence state, local and national affairs. ELA, SLVML 9.1, 11.1, Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, including those by and about Minnesota American Indians, building on others’ ideas and expressing their own clearly and persuasively. ELA, RI (Reading, Informational Text,) 9.6, 11.6, Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</td>
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<tr>
<td>Grade Band</td>
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<tr>
<td>Grades 9–12</td>
<td>Ask questions of others to deepen understanding of the perspective of others.</td>
<td>Organize and encourage projects as part of ELA and social studies or history that explore different cultures and celebrate diversity. Provide students strategies for asking questions that deepen understanding and multiple opportunities to practice through doing oral histories or interviews with relatives. (Pair/share with partners).</td>
<td>Science, 9.1.1.2.3, Identify the critical assumptions and logic used in a line of reasoning to judge the validity of a claim. ELA, SLVML 9.1, 11.1, Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, including those by and about Minnesota American Indians, building on others’ ideas and expressing their own ideas clearly and persuasively.</td>
</tr>
</tbody>
</table>
| Grades 9–12 | Compare multiple perspectives on an issue. | Hold formal debates about different local issues. Help students organize community service projects and routinely invite them to reflect on what they are learning about the experience of different groups of people. | Arts, 9.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations. Arts, 9.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations. Science, 9.1.1.2.2, Evaluate the explanations proposed by others by examining and comparing evidence, identifying faulty reasoning, pointing out statements that go
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<td>beyond the scientifically acceptable evidence, and suggesting alternative scientific evidence. Social Studies, 5.4.1.2.2, Explain a historical event from multiple perspectives. Social Studies, 6.1.1.1.1, Evaluate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses and consequences associated with the decision made on each issue. Social Studies, 6.4.4.19.3, Explain reasons for the United States-Dakota War of 1862; compare and contrast the perspectives of settlers and Dakota people before, during and after the war. ELA, SLVML 9.1.d, 11.1.d, Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding, and make new connections in light of the evidence and reasoning presented.</td>
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<tr>
<td>Grade Band</td>
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<tr>
<td>Grades 9–12</td>
<td>Demonstrate empathy for others by identifying a specific human or social need in your school or community and acting on it alone or with others.</td>
<td>Have students describe a time when they felt someone was empathetic to them—how did that feel? How do others feel when we are empathetic to them? Possible creation of school-wide empathy posters – this could be done at all levels. Consistently model empathy and kindness toward others. Routinely include comments that recognize how others may be feeling such as, “I can tell you’re excited,” or “I can tell this makes you sad.” Routinely provide authentic feedback when you observe students act with kindness or empathy toward others.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>Differentiate between the factual and emotional content of what a person says.</td>
<td>Using literature or current events, discuss how emotions may point to “what’s true for them” or perspective versus factual as objectively true. Consider events when “objectively true” may not be valid.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Table 1 – Social Awareness Learning Goal 1: Benchmarks, sample activities and related academic standards by grade band.
**Learning Goal 2**

Demonstrates awareness and respect of groups and their cultures, languages, identities, traditions, values and histories.

**Benchmarks, Sample Activities and Related Academic Standards by Grade Band**

<table>
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<tr>
<th>Grade Band</th>
<th>Benchmarks</th>
<th>Sample Activities</th>
<th>Related Academic Standards</th>
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</thead>
<tbody>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Describe ways that people are similar and different.</td>
<td>Make a list of ways that people are similar and different (e.g., age, height, hair color, eye color) and note how differences provide rich assets and contours to learning for the betterment of all. Post the list in the classroom.</td>
<td>Social Studies, 0.3.2.3.1, Identify the physical and human characteristics of places, including real and imagined places. &lt;br&gt; Social Studies, 0.4.2.4.1, Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds. &lt;br&gt; Social Studies, 1.3.2.3.1, Compare physical and human characteristics of a local place and a place far away on a globe or map. &lt;br&gt; Social Studies, 1.4.2.4.1, Compare and contrast family life from earlier times and today. &lt;br&gt; Social Studies, 2.4.2.4.1, Compare and contrast daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.</td>
</tr>
<tr>
<td>Grade Band</td>
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<tr>
<td>Kindergarten–Grade 3</td>
<td>Describe positive qualities in others.</td>
<td>Make a list of positive words that we can use to describe people. Post list in the classroom.</td>
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</tr>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Use respectful language and actions when dealing with conflict or differences of opinions.</td>
<td>“I statements” provide a way of being respectful during conflict resolution. Create opportunities for students to fill in the blanks about different situations: “I feel _____ when you _____ because ____.” Teach a simple conflict resolution formula students can use with help from an adult in conflict situations. Assist students in implementing it. For example, the formula could be: stop and calm down, take turns stating the problem and how you feel in an “I statement,” identify a solution that works for both, agree to try it out.</td>
<td>Arts, 0.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</td>
</tr>
<tr>
<td>Grade Band</td>
<td>Benchmarks</td>
<td>Sample Activities</td>
<td>Related Academic Standards</td>
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<tr>
<td>Grades 4–5</td>
<td>Describe benefits of personal qualities of others and why everyone shouldn’t be the same.</td>
<td>Activities could include leveraging living museums or storytelling from community members and parents/families who represent the entire school community. Audit to gather student feedback on their learning activities. Ask students to interview members of their family and write reports about the qualities of people who have improved the lives of others.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 4–5</td>
<td>Offer alternative ways for addressing conflict or differences of opinions with peers.</td>
<td>When selecting, developing, preparing and delivering their own curricula, educators should modify the curricula to critique and redress issues of privilege and bias, e.g., sexism, ageism, ableism, racism, and heteronormative stereotypes.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grade Band</td>
<td>Benchmarks</td>
<td>Sample Activities</td>
<td>Related Academic Standards</td>
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<tr>
<td>Grades 4–5</td>
<td>Identify contributions of various social and cultural groups.</td>
<td>Create assignments to explore other cultures, traditions, languages and history.</td>
<td>Arts, 4.1.1, Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.</td>
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<tr>
<td></td>
<td></td>
<td>Invite families to come to social studies to share about individuals who have made a difference in their community.</td>
<td>Science, 5.1.3.2.1, Describe how science and engineering influence and are influenced by local traditions and beliefs.</td>
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<td></td>
<td>Social Studies, 8.3.3.5.1, Describe the locations of human populations and the cultural characteristics of the United States and Canada.</td>
</tr>
<tr>
<td>Grades 4–5</td>
<td>Define and recognize examples of stereotyping, discrimination and prejudice.</td>
<td>Celebrate historical figures and characters who resisted stereotypes or worked to promote justice and equality for others.</td>
<td></td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>Analyze how people of different groups can help one another and show appreciation for one another.</td>
<td>Implement a social studies curriculum such as “Facing History and Ourselves” or “Teaching Tolerance,” to promote cultural awareness and respect for others.</td>
<td>Arts, 6.1.3, Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.</td>
</tr>
<tr>
<td>Grade Band</td>
<td>Benchmarks</td>
<td>Sample Activities</td>
<td>Related Academic Standards</td>
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</tbody>
</table>
| Grades 6–8 | Describe ways that communities and cultures are similar and different. | Use cooperative learning and project-based learning to build diverse working groups. | Arts, 6.1.3, Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.  
Social Studies, 4.4.2.4.1, Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.  
Social Studies, 7.4.2.4.1, Compare and contrast the distribution and political status of indigenous populations in the United States and Canada; describe how their status has evolved throughout the 19th- and 20th-centuries. |
<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Benchmarks</th>
<th>Sample Activities</th>
<th>Related Academic Standards</th>
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</thead>
</table>
| Grades 6–8 | Recognize how similarities and differences in cultural norms and social cues affect the way people interact. | Teach a unit on media literacy and have students analyze media to identify who is being featured in commercials, shows, etc., and whether the people featured are reinforcing positive or negative stereotyping. | Science, 8.1.3.2.1, Describe examples of important contributions to the advancement of science, engineering and technology made by individuals representing different groups and cultures at different times in history.  
ELA, 7.4.6.6, Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.  
ELA, 8.5.9.9, Analyze a case in which two or more texts, including one text by or about Minnesota American Indians or other diverse cultures, provide conflicting information on the same topic. Identify where the texts disagree on matters of fact or interpretation. |
<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Benchmarks</th>
<th>Sample Activities</th>
<th>Related Academic Standards</th>
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</thead>
<tbody>
<tr>
<td>Grades 6–8</td>
<td>Explain how decisions and behaviors of individuals affect the well-being of schools or communities.</td>
<td>Students draw an “impact web” of how their actions could potentially affect others, or how a historical figure’s actions affected society.</td>
<td>Science, 8.3.4.1.2, Recognize that land and water use practices affect natural processes, and that natural processes interfere and interact with human systems. Science, 7.4.4.1.2, Describe ways that human activities can change the populations and communities in an ecosystem.</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>Demonstrate respect for individuals from different social and cultural groups.</td>
<td>Have students identify opportunities for civic engagement and service learning at the local level in the community. Help students organize a service learning project.</td>
<td>ELA, 11.4.9.9, Demonstrate knowledge of 18th-, 19th- and early-20th-century foundational works of American literature, including American Indian and other diverse cultures’ texts. Demonstrate how two or more texts from the same period treat similar themes or topics.</td>
</tr>
<tr>
<td>Grade Band</td>
<td>Benchmarks</td>
<td>Sample Activities</td>
<td>Related Academic Standards</td>
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<tr>
<td>Grades 9–12</td>
<td>Demonstrate understanding of apparent and not apparent community/cultural practices, customs and ways of making meaning that impact communities differently.</td>
<td>Reflection activity about what students learned about the activity.</td>
<td>Science, 9.1.3.2.1, Provide examples of how diverse cultures, including natives from all of the Americas, have contributed scientific and mathematical ideas and technological inventions. Arts, 9.1.3, Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>Demonstrate an understanding of how stereotyping, prejudice and discrimination affect the design of institutions and social structures.</td>
<td>Students select a topic of interest or concern in their local community. Have them compare this topic of concern to concerns on the national level, considering community reaction and involvement.</td>
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<tr>
<td>Grades 9–12</td>
<td>Evaluate strategies for recognizing and opposing stereotyping, prejudice and discrimination among individuals, institutions and social structures.</td>
<td>Implement a social studies curriculum such as “Facing History and Ourselves” to promote cultural awareness and respect for others.</td>
<td></td>
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</tbody>
</table>

Table 2–Social Awareness Learning Goal 2: benchmarks, sample activities and related academic standards by grade band.
**Learning Goal 3**

Demonstrates awareness of how individuals and groups cooperate toward achieving common goals and ideals.

**Benchmarks, Sample Activities and Related Academic Standards by Grade Band**

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Benchmarks</th>
<th>Sample Activities</th>
<th>Related Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Identify and execute responsibilities that contribute to their classroom.</td>
<td>Give students classroom jobs and have discussions about how they are helpful to the group.</td>
<td>Social Studies, 2.1.4.7.1, Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.</td>
</tr>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Identify how they help others, e.g., feed the dog, share, or clean up when asked.</td>
<td>Ask students to create an art project or write simple essays about how they help others every day or week.</td>
<td>Social Studies, 1.1.1.1.1, Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important. Science, 0.1.1.2.1, Use observations to develop an accurate description of a natural phenomenon and compare one’s observations and descriptions with those of others.</td>
</tr>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Express how they feel when they help others.</td>
<td>Students create a collage of daily personal and family activities and circle examples of when they or others are helping, and describe how it feels.</td>
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<tr>
<td>Grade Band</td>
<td>Benchmarks</td>
<td>Sample Activities</td>
<td>Related Academic Standards</td>
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<tr>
<td>Grades 4–5</td>
<td>Work collaboratively with peers to identify, understand and respond to a social need. This work could be a community or school service project.</td>
<td>Play small group games that involve cooperating and problem solving with others to complete a task. Then, reflect on their experience.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 4–5</td>
<td>Describe what they learned about themselves in helping others.</td>
<td>Ask students to create an art project or write simple reports about their activities.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Grades 4–5 | Identify and perform tasks that contribute to their school and community. | Adopt a community service project. Have students reflect on what they learned about the project. | Arts, 4.1.3, Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.  
Arts, 4.1.2, Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable. |
<p>| Grades 6–8 | Explain how individual attitudes and behaviors affect the well-being of their school or community. | Students draw an “impact web” of how their actions could potentially affect others, or how a historical figure’s actions affected society. | Social Studies, 6.1.1.1.1, Evaluate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses |
| Grades 6–8 | Learn about social movements, such as civil rights, abolition and suffrage, and the leaders of the movements and strategies. | Create opportunities for participation in civic engagement at the school level.       | N/A                                                                                       |</p>
<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Benchmarks</th>
<th>Sample Activities</th>
<th>Related Academic Standards</th>
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<tr>
<td></td>
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<td>and consequences associated with the decision made on each issue.</td>
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<td>Social Studies, 6.4.4.18.1, Describe how and why the United States claimed and settled the upper Mississippi River region in the early nineteenth century; explain the impact of steamboat transportation and settlement on the physical, social and cultural landscapes.</td>
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<td>Social Studies, 6.4.4.18.2, Analyze how and why the United States and the Dakota and Anishinaabe negotiated treaties; describe the consequences of treaties on the Anishinaabe, Dakota and settlers in the upper Mississippi River region.</td>
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<td>Social Studies, 6.4.4.18.3, Describe the process of how Minnesota became a territory and state; identify the key events, individuals and groups involved in the process.</td>
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<td>Social Studies, 6.4.4.20.3, Describe the effects of reform movements on the political and social</td>
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<td>Grade Band</td>
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<td>culture of Minnesota in the early 20th-century.</td>
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<td>Social Studies, 7.4.4.18.3, Identify causes and consequences of Antebellum reform movements, including abolition and women's rights.</td>
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<td></td>
<td>Social Studies, 7.4.4.19.3, Describe the effects of the Civil War on Americans in the north, south and west, including liberated African-Americans, women, former slaveholders and indigenous peoples.</td>
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<td>Social Studies, 7.4.4.20.3, Compare and contrast reform movements at the turn of the 20th century.</td>
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<td>Social Studies, 7.4.4.20.5, Describe the strategies used by suffragists in their campaigns to secure the right to vote; identify the 19th Amendment.</td>
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<td>Social Studies, 7.4.4.21.2, Describe the impact of the Great Depression on United States society, including ethnic and racial minorities, and how government responded to events with New Deal policies.</td>
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<tr>
<td>Grade Band</td>
<td>Benchmarks</td>
<td>Sample Activities</td>
<td>Related Academic Standards</td>
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<tr>
<td>Grades 6–8</td>
<td>Work collaboratively with peers to analyze and address a shared school initiative.</td>
<td>Adopt a community project. Have students reflect about what they learned about the project.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>Work collaboratively with peers to analyze and address a shared social cause.</td>
<td>Students complete a service project. Students complete a follow-up article, where they discuss the project’s impact and evaluate what they would do the same or differently the next time.</td>
<td>ELA, 9.9.8.8, As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to interpret or respond to a piece of literature, to represent thematic similarities between two literary works, to interact or collaborate globally, to critique a current event or social issue.)</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>Analyze the impact of their involvement in an activity to improve their school or community.</td>
<td>Involve students in creating a youth vote lesson and have them identify a religious/cultural/civic group that addresses common good.</td>
<td>Arts, 9.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations. Arts, 9.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>Compare and contrast the role of government versus social movements and versus social institutions, such as religious, cultural and</td>
<td>Create inter-generational leadership projects that engage youth in learning and working with</td>
<td>Social Studies, 9.4.4.18.1, Analyze the differential impact of technological change and innovation on regional economic</td>
</tr>
<tr>
<td>Grade Band</td>
<td>Benchmarks</td>
<td>Sample Activities</td>
<td>Related Academic Standards</td>
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<td>civic groups, in defining and addressing the common good.</td>
<td>educators to improve the climate of the school.</td>
<td>development and labor systems. Social Studies, 9.4.4.18.2, Analyze how the expansion of United States territory and redefinition of borders affected the relationship of the United States with other nations, provided land for settlement, and resulted in political conflict. Social Studies, 9.4.4.18.3, Analyze changes in the United States political system, including the simultaneous expansion and constriction of voting rights and the development of new political parties. Social Studies, 9.4.4.18.4, Describe the efforts of individuals, communities and institutions to promote cultural, religious and social reform movements. Social Studies, 9.4.4.18.5, Analyze the strategies, goals and impact of the key movements to promote political, cultural (including artistic and literary), religious and social reform. Social Studies, 9.4.4.18.6, Evaluate the responses of both enslaved and free</td>
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<td>Grade Band</td>
<td>Benchmarks</td>
<td>Sample Activities</td>
<td>Related Academic Standards</td>
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<td></td>
<td>blacks to slavery in the antebellum period.</td>
<td></td>
<td>Social Studies, 9.4.4.20.6, Describe the major political and social reform movements of the Progressive Era; analyze their impact on individuals, communities and institutions.</td>
</tr>
<tr>
<td></td>
<td>Social Studies, 9.4.3.10.1, Describe the Reformation and Counter-Reformation; analyze their impact throughout the Atlantic world.</td>
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</tbody>
</table>

Table 3 – Social Awareness Learning Goal 3: benchmarks, sample activities and related academic standards by grade band.

**Learning Goal 4**

Demonstrates awareness of external supports and when supports are needed.

*Benchmarks, Sample Activities and Related Academic Standards by Grade Band*

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Benchmarks</th>
<th>Sample Activities</th>
<th>Related Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Identify an adult they can trust.</td>
<td>Define trust as a vocabulary word.</td>
<td>Social Studies, 2.2.4.5.1, Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask students to list qualities of a person they would trust.</td>
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<tr>
<td>Grade Band</td>
<td>Benchmarks</td>
<td>Sample Activities</td>
<td>Related Academic Standards</td>
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</tr>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Explain situations when students may need help.</td>
<td>Create a lesson to teach the difference between big/small problems and have students give example scenarios. Routinely support students in seeking help from others. Model out loud how to ask for help, e.g., “I’m going to ask the principal if she knows who could help us with that. She knows a lot of people in the community. I will find a time she’s not busy to ask.”</td>
<td>N/A</td>
</tr>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Understand how and where to get help in an emergency situation.</td>
<td>Students’ role play simple “what if” situations and discuss how to handle the situations, e.g., “What if you couldn’t find your book bag?”; “What if you saw someone who was hurt in the playground?”</td>
<td>Social Studies, 2.1.4.7.1, Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.</td>
</tr>
<tr>
<td>Grades 4–5</td>
<td>Recognize qualities of positive peer and adult role models.</td>
<td>Ask students to respond to a journal prompt or write an essay about traits of role models. Students list and describe adult relationships they have.</td>
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<tr>
<td>Grade Band</td>
<td>Benchmarks</td>
<td>Sample Activities</td>
<td>Related Academic Standards</td>
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<tr>
<td>Grades 4–5</td>
<td>Distinguish situations when students need support versus when they don’t.</td>
<td>Lead a discussion about the types of situations where students may need help. Have students create two lists. In one list, have them write situations when we may need support. In the other list, write situations where we can handle it on our own. For each item on the “situations that we need support” list, include a discussion of how and who to ask for help.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 4–5</td>
<td>Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.</td>
<td>Have students visit school support staff, such as a nurse, counselor or mediators, to find out what services they provide. Ask students to respond to journal prompt about whom they ask for help. Ask students to write an article about helpful people in the school, and post it on the bulletin board.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grade Band</td>
<td>Benmarks</td>
<td>Sample Activities</td>
<td>Related Academic Standards</td>
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<tr>
<td>Grades 6–8</td>
<td>Apply qualities of positive peer and adult role models to self.</td>
<td>In journal prompt, ask students to list traits of role models or otherwise describe a person or people they admire. Ask students to list and describe adult relationships that are important to them and share about that in pairs or small groups.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>Recognize a situation when support was needed but students did not ask for it.</td>
<td>Have students visit school support staff, such as a nurse, counselor or mediators, to find out what services they provide. Ask students to write an article about helpful people in the school, and post it on the bulletin board.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>Analyze whether peers, school, and community members are supportive or non-supportive in accomplishing goals.</td>
<td>For a report or project-based learning, have teams of students analyze whether the school community is supportive or non-supportive, based on its policies, practices, and resources.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grade Band</td>
<td>Benchmarks</td>
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<td>Related Academic Standards</td>
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<tr>
<td>Grades 9–12</td>
<td>Seek out peer and adult role models who will help students achieve goals.</td>
<td>In a journal prompt or essay, ask students to describe possible mentors, including individuals from their family, community or school. In a small- or a large-group discussion, ask students to share why they may need a mentor and who can fill that role. Routinely ask students questions about whom they can ask for help any time they face a challenge.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>Access family, peer, school, and community resources when support is needed.</td>
<td>As part of project-based learning, or for a research project, develop a list of resources both in and out of school.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>Develop systems of support that contribute to school and personal success.</td>
<td>For an individual report or as part of team learning, ask students to identify systems of support and report on program involvement and outcomes achieved.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Table 4 – Social Awareness, Learning Goal 4: benchmarks, sample activities and related academic standards by grade band.
Relationship Skills

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Relationship skills are critical to success in life and work. Having the ability to establish and maintain healthy relationships, communicate effectively, resolve conflicts, resist peer pressure, and collaborate are essential in all human interaction. These skills are fundamental to success in school and in work.

Overall, conflict should be framed as a healthy indicator of democratic society and inclusive school community. To teach about handling conflict, educators can center conflict as a learning opportunity; center the assets and needs of all in the school community in examining conflict and be responsive to the presence of language, culture, and perspectives in examining conflict.

Ideally, educators integrate evidence-based Social and Emotional Learning (SEL) practices across all subject areas to help students develop their social emotional skills or competencies. For the Relationship Skills competency, we’ve developed three learning goals, set measurable grade band benchmarks, identified sample activities for each grade band and identified where select Minnesota Academic Standards connect to the benchmarks. The sample activities are suggestions that educators can use to teach the benchmarks – the activities are not meant to be complete lessons. The intent is for students to reach mastery of each benchmark by the end of the grade range; however, teachers may want to revisit the earlier skills periodically.

Learning Goals

1. Demonstrates a range of communication and social skills to interact effectively.
2. Cultivates constructive relationships with others.
3. Identifies and demonstrates approaches to addressing interpersonal conflict.
Learning Goal 1

Demonstrates a range of communication and social skills to interact effectively.

*Benchmarks, Sample Activities and Related Academic Standards by Grade Band*

<table>
<thead>
<tr>
<th>Grade Bands</th>
<th>Benchmarks</th>
<th>Sample Activities</th>
<th>Related Academic Standards</th>
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</thead>
<tbody>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Take turns and share with others.</td>
<td>Have students play a game that includes sharing and taking turns.</td>
<td>Social Studies, 0.1.1.1.1, Demonstrate civic skills in a classroom that reflect an understanding of civic values.</td>
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<td>Help students with strategies for taking turns during conversations and class discussions. For example, tell them: “take a deep breath if you feel like you want to speak when it is not your turn and listen to your partner with your eyes and ears.”</td>
<td>Social Studies, 2.1.4.7.1, Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.</td>
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<td>Science, 0.1.1.2.1, Use observations to develop an accurate description of a natural phenomenon and compare one’s observations and descriptions with those of others.</td>
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<td>Grade Bands</td>
<td>Benchmarks</td>
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<tr>
<td>Kindergarten–Grade 3</td>
<td>Use facial expressions, body language and tone to effectively communicate thoughts, feelings, emotions and intentions.</td>
<td>Have students draw pictures of faces showing different emotions and display the pictures around the room. When reading stories, have students stop and reflect on which of the emotions characters may be feeling.</td>
<td>English language arts (ELA,) 0.8.1.1.c, Listen to others and name emotions by observing facial expression and other nonverbal cues. ELA, SL1, Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. Arts, 0.1.1, Demonstrate knowledge of the foundations of the arts area.</td>
</tr>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Practice sharing genuine encouraging comments to support peers.</td>
<td>Routinely model how to give encouraging comments to others. Say out loud what you are doing. For example, “I wanted her to know that I could see how excited she was to hold the bunny, so I’m saying: don’t worry, you’re going to get a turn, too!” Routinely provide authentic feedback when you observe a student encouraging others. For example, “I saw the way you encouraged everyone running the race. That was really kind of you!”</td>
<td>Social Studies, 0.1.1.1.1, Demonstrate civic skills in a classroom that reflect an understanding of civic values. Social Studies, 2.1.4.7.1, Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.</td>
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<tr>
<td>Kindergarten–Grade 3</td>
<td>Listen to others when they are speaking.</td>
<td>Have students brainstorm what it looks, sounds and feels like when they are paying attention to a speaker.</td>
<td>Social Studies, 0.1.1.1.1, Demonstrate civic skills in a classroom that reflect an understanding of civic values.</td>
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<td>Routinely encourage students to practice during story time or other listening time. Routinely provide authentic feedback when you observe students listening well.</td>
<td>Social Studies, 2.1.4.7.1, Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.</td>
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<td>Routinely provide opportunities for students to repeat what their peers said, in their own words, such as when they consider a classmate’s math reasoning.</td>
<td>ELA, SL1, Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</td>
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<td>Routinely invite students to repeat instructions or new learning in their own words to check for understanding.</td>
<td>ELA, 0.8.1.1.c, Listen to others and name emotions by observing facial expression and other nonverbal cues.</td>
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<td>ELA, 1.8.1.1.d, Listen to others’ ideas and identify others’ points of view.</td>
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<td>Common Core Math Standards, SMP (Standards for Mathematical Practice) 3, Construct viable arguments and critique the reasoning of others.</td>
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<tr>
<td>Grades 4–5</td>
<td>Recognize how groups behave differently than individuals and affect an individual’s emotions, attitudes and behaviors.</td>
<td>Have students participate in a group challenge. After the challenge, discuss how they worked in a group. Discuss ways they could have improved their team effort. Routinely invite students to reflect on how they worked as a team in cooperative learning or project-based learning.</td>
<td>Science, 5.4.4.1.1, Give examples of beneficial and harmful human interaction with natural systems. Science, 5.3.4.1.3, Compare the impact of individual decisions on natural systems. Arts, 4.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</td>
</tr>
<tr>
<td>Grades 4–5</td>
<td>Recognize how facial expressions, body language and tone impact interactions.</td>
<td>Have students’ role-play different scenarios with contrasting non-verbal cues. Discuss how they impact conversations. In preparation for oral presentations and as part of authentic feedback, discuss how facial expression, body language and tone affect the presentation and interaction with the listeners. During literacy instruction, have students think about how the author’s use of language and tone conveys what characters are like, and how the character’s language and tone impacts interactions with other characters.</td>
<td>Arts, 4.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</td>
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<tr>
<td>Grades 4–5</td>
<td>Demonstrate different ways to provide feedback to peers.</td>
<td>Lead a lesson on how to give and receive feedback appropriately.</td>
<td>4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</td>
</tr>
</tbody>
</table>

- Routinely invite students to provide feedback to one another as part of cooperative learning, project-based learning or oral reports.
- Consistently model respectful ways of giving and receiving feedback, and hold everyone to the same norm.
- Routinely provide authentic feedback when you observe students giving or receiving feedback well.
<table>
<thead>
<tr>
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</table>
| Grades 4–5      | Use attentive listening skills to foster better communication. | Play a game with multiple steps. Give all instructions without repeating. Encourage students to agree or disagree with statements made by their peers, either socially or academically. | English language arts (ELA), SL1, Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  
ELA, 4.8.1.1.c, Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  
ELA, 5.8.1.1.d, Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  
Common Core Math Standards, SMP 3, Construct viable arguments and critique the reasoning of others. |
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<tr>
<td>Grades 6–8</td>
<td>Understand the different roles in a group, such as leader, facilitator, and follower and how these roles contribute to failure or success in group efforts.</td>
<td>Students use group roles to complete a task. This can be done through any subject area. Assign classroom roles and small group roles that change every week to give students practice with different roles and opportunities for leadership.</td>
<td>N/A</td>
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<tr>
<td>Grades 6–8</td>
<td>Monitor how facial expressions, body language and tone impact interactions.</td>
<td>Have students watch video clips and analyze how non-verbal communication impacts relationships. In literature, routinely ask students questions that draw their attention to the way facial expressions and other body language are described in text, and how expressions and body language provide implicit messages about how someone is feeling and how it impacts others.</td>
<td>Arts, 6.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</td>
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<tr>
<td>Grades 6–8</td>
<td>Students are able to respond with positive action steps from feedback.</td>
<td>Students practice providing constructive feedback to one another on their writing. Students are also given a chance to reflect on how feedback impacted them. Provide developmentally appropriate supports, e.g., sentence stems.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>Differentiate between passive, assertive and aggressive responses from others.</td>
<td>Teach a vocabulary lesson that includes the words, passive, assertive, and aggressive. Lead a discussion about how passive, assertive and aggressive may be different depending on the situation – such as when they’re with friends, in class, at home with siblings or with adults in public. Ask students to develop role-play scenarios or otherwise demonstrate where the person responding is either passive, assertive or aggressive. Ask students to demonstrate passive, assertive or aggressive postures.</td>
<td>N/A</td>
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<tr>
<td>Grades 9–12</td>
<td>Create positive group dynamics to move group efforts forward.</td>
<td>Use project-based learning across multiple subjects. As part of social studies, ask students to identify a community need and carry out a service learning project. Ask students to reflect on their progress throughout.</td>
<td>ELA, 9.9.1.1.a, Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>Apply non-verbal skills to create productive outcomes during positive and negative interactions.</td>
<td>Contrast and compare role playing of non-verbal negative responses and non-verbal neutral responses. Follow up with how each person felt. Ask students to respond to journal prompts about how non-verbal behavior influences others.</td>
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<tr>
<td>Grades 9–12</td>
<td>Demonstrate ability to adapt to a variety of contexts, audiences, tasks and feedback from self and others.</td>
<td>Students practice providing constructive feedback to one another on their writing. Students are also given a chance to reflect on how feedback impacted them. Provide developmentally appropriate supports, e.g., sentence stems.</td>
<td>ELA, 9.9.6.6, 11.9.6.6, Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate.</td>
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<tr>
<td>Grades 9–12</td>
<td>Use assertive communication to get needs met without negatively impacting others.</td>
<td>Have students work together to demonstrate asserting a need without being hurtful. Have students identify a community need and carry out a service learning project, practicing assertive communication throughout, to accomplish team goals.</td>
<td>Science, 9.4.4.2.4, Explain how environmental factors and personal decisions, such as water quality, air quality and smoking affect personal and community health.</td>
</tr>
</tbody>
</table>

Table 1 - Relationship Skills, Learning Goal 1: benchmarks, sample activities and related academic standards by grade band.

**Learning Goal 2**

Cultivates constructive relationships with others.

*Benchmarks, Sample Activities and Related Academic Standards by Grade Band*

<table>
<thead>
<tr>
<th>Grade Bands</th>
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</thead>
<tbody>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Recognize how various relationships are different.</td>
<td>Students draw a picture of the various people in their lives. Ask students to present their picture and describe their relationship with the person pictured in small groups or to the whole class.</td>
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<tr>
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| Kindergarten–Grade 3 | Identify the qualities others, such as friends, have that you would like to see in yourself. | Lead a discussion about what makes a “good friend.”
Routinely ask students to reflect on when they are being a good friend to others.
Ask students to create art projects or write simple essays about how they show they are a good friend.
Routinely provide authentic feedback when you see students being a good friend to others by showing kindness, sharing, waiting their turn or inviting others to join. | N/A                                         |

| Kindergarten– Grade 3 | Demonstrate ability to develop positive peer relationships based on shared activities/interests. | At recess, develop team-building strategies that increase play.
Book buddies with an older grade. | N/A                                         |
<table>
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<tr>
<td>Grades 4–5</td>
<td>Recognize the difference between positive and negative relationships and identify behaviors that contribute to each.</td>
<td>Talk about the impact of social media on relationships.</td>
<td>N/A</td>
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<td>Ask students to respond to a journal prompt and then share in pairs or in small group about the difference between positive and negative relationships.</td>
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<td>Lead a group discussion that asks students to identify behaviors that contribute to positive and negative relationships.</td>
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<tr>
<td>Grades 4–5</td>
<td>Recognize the value of friendships with a variety of individuals.</td>
<td>Understand the difference between safe and unsafe behaviors in a relationship.</td>
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<td>Ask students to interview family members and develop a report on their friendships.</td>
<td>N/A</td>
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<tr>
<td>Grades 4–5</td>
<td>Identify a problem in a relationship and know how to seek appropriate assistance such as asking for peer mediation or adult assistance, etc.)</td>
<td>Teach a lesson on a conflict resolution strategy: stop and calm down, take turns stating the problem using I-statements, consider options and together choose one and try it out. Encourage students to use the conflict resolution strategy any time there is a conflict. Assist them in working through the process.</td>
<td>ELA, SL1, Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. ELA, SL8, Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.</td>
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<tr>
<td>Grades 4–5</td>
<td>Demonstrate capacity to engage in cooperative learning and working toward group learning goals with peers.</td>
<td>Group game that has a common goal that students work toward together as a team.</td>
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<tr>
<td>Grades 4–5</td>
<td>Distinguish between positive and negative peer pressure.</td>
<td>Teach a lesson on peer pressure – negative and positive. Brainstorm examples of peer pressure with students. Ask students to respond to a journal prompt about a time they experienced positive or negative peer pressure. Routinely provide authentic feedback when you notice students exerting negative or positive peer pressure. Routinely encourage students to encourage their peers in positive ways. Routinely discourage students from urging their peers to engage in risky or negative behaviors.</td>
<td>N/A</td>
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<tr>
<td>Grades 6–8</td>
<td>Demonstrate strategies for resisting negative peer pressure.</td>
<td>Write, role play and watch videos on strategies of how to avoid peer pressure. Brainstorm with students about ways to say no or in another way effectively resist negative peer pressure, while keeping their friends. Allow students to demonstrate their favorite examples in role plays in small groups. Ideally the teacher plays the role of the individual exerting negative peer pressure.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>Identify and demonstrate ways to be involved in constructive, prosocial activities with others.</td>
<td>Provide authentic feedback to encourage students to get involved in positive ways in their school and in their community. Help students organize and execute service-learning projects.</td>
<td>N/A</td>
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</table>
| Grades 6–8  | Understand the potential consequences of safe and unsafe behaviors in relationships. | Explore appropriate and inappropriate use of social media.  
In small groups or teams, have students develop written and oral reports about safe and unsafe behaviors in relationships.  
Have students develop public service campaigns about safe and unsafe behaviors in relationships. | N/A                         |
| Grades 6–8  | Demonstrate ability to develop relationships with peers that are effective and supportive. | Ask students to respond to journal prompts and share in pairs or groups their answers to the question: “What are the qualities a good friend?”  
Model good friendship skills.  
Provide authentic feedback when you see students behaving in a positive way toward their peers. | N/A                         |
| Grades 9–12 | Demonstrate ability to develop romantic and non-romantic relationships with peers that are effective, supportive, and can be stable over time. | Practice setting limits for themselves and others (i.e., boundaries).  
Individually or in teams, write a report that discusses healthy relationships. | N/A                         |
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<tr>
<td>Grades 9–12</td>
<td>Identify the qualities and benefits of someone who is or might be a mentor.</td>
<td>Role playing related to 1) giving voice to feeling confused or not sure and 2) knowing that when we are not sure, it is typically wise to give ourselves time to wait and reflect until we come to know what really feels right or wrong. Lead discussions to identify the importance and qualities of mentors. Ask students to think (or respond to a journal prompt about people who are or could be mentors in their lives. Ask students to interview adult family members on the topic of who their mentors were when they were younger. Ask them to report back or write a report.</td>
<td>N/A</td>
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<tr>
<td>Grades 9–12</td>
<td>Demonstrate capacity to provide leadership roles in cooperative learning.</td>
<td>Provide students with opportunities to demonstrate leadership in cooperative learning or project-based learning. Provide support and guidance as needed. Provide authentic feedback when you observe students exhibiting leadership. In lessons, ask students to write about leaders in their community, identifying the qualities of those leaders. Students are able to differentiate between someone who is famous versus someone who has the characteristics they need to achieve life goals.</td>
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Table 2 - Relationship Skills, Learning Goal 2: benchmarks, sample activities and related academic standards by grade band.
**Learning Goal 3**

Identifies and demonstrates approaches to addressing interpersonal conflict.

*Benchmarks, Sample Activities and Related Academic Standards by Grade Band*

<table>
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<tr>
<td>Kindergarten–Grade 3</td>
<td>Describe what conflict is and feelings associated with it.</td>
<td>Differentiate between conflict, bullying, harassment and intimidation. Define the word “conflict” as part of a vocabulary lesson. Ask students to talk about how conflicts make us feel. Teach a simple formula for handling conflicts and post it in the classroom. One such formula follows. Stop and calm down, take turns stating the problem, brainstorm possible solutions, together identify a way to deal with the problem and agree to try that way out. Routinely support students who have a conflict by helping them work through the classroom procedure for handling conflicts. Create a peace corner where students can go to calm down or work together to solve a problem. Assist students through the classroom procedures for handling conflicts.</td>
<td>Arts, 0.1.2, Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.</td>
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| Kindergarten–Grade 3 | Demonstrate understanding of the other’s point of view when there is conflict. | Teach students how to formulate a simple I-statement and routinely invite them to practice when they are experiencing a problem or conflict.  
Stating how they feel using an I-statement to articulate their emotions and being able to discuss possible solutions. | Common Core Math Standards, SMP 6, Attend to precision. |
| Kindergarten–Grade 3 | Identify potential solutions to the conflict.                          | Routinely practice a simple conflict resolution formula anytime there is a conflict.  
Engage in restorative practices to repair harm done to others.                                     |                             |
| Grades 4–5         | Identify conflicts as a natural part of life.                            | Discuss various conflicts that occur among peers.                                                    | Social Studies, 3.3.3.8.1, Identify physical and human features that act as boundaries or dividers; give examples of situations or reasons why people have made or used boundaries. |
| Grades 4–5         | Demonstrate the ability to state the problem from multiple perspectives. | Routinely encourage students to work through the steps of a conflict resolution formula, so that they gain experience stating and hearing a problem from multiple perspectives. | Social Studies, 3.4.1.2.2, Compare and contrast two different accounts of an event.  
ELA, R6, Assess how point of view or purpose shapes the content and style of a text. |
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<tr>
<td>Grades 4–5</td>
<td>Identify solutions to interpersonal conflict that meet needs of self and others.</td>
<td>Brainstorming session with students about solutions to interpersonal conflict – what are some ways that we can help solve conflict that will help everyone involved? Routinely encourage students to practice a classroom conflict resolution formula.</td>
<td>Arts, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations. ELA, 4.8.1.1.e, 5.8.1.1.e, Cooperate and problem solve as appropriate for productive group discussion.</td>
</tr>
<tr>
<td>Grades 4–5</td>
<td>Demonstrate ability to state the problem using I-statements.</td>
<td>Model and practice affective statements individually and in small groups.</td>
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<tr>
<td>Grades 4–5</td>
<td>Understand differences between our intent and the impact of our actions/words.</td>
<td>Ask students to write an essay about the difference between intent and the impact of our actions or words. Lead a discussion about the difference between intent and actual impact. During discussions of characters in literature, or figures in history, ask about the difference between what those people intended, and what actually happened as a result of their actions.</td>
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<tr>
<td>Grades 6–8</td>
<td>Reflect on their role in conflict.</td>
<td>Ask to reflect and write about a conflict situation and how they acted and the response. What could they have done differently to get a positive result?</td>
<td>Social Studies, 6.1.1.1.3, Address a state or local policy issue by identifying key opposing positions, determining conflicting values and beliefs, defending and justifying a position with evidence, and developing strategies to persuade others to adopt this position.</td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>Identify how all parties in conflict might get their needs met – a win-win situation.</td>
<td>Teach conflict resolution skills. Develop a peer mentoring or conflict resolution program.</td>
<td>Social Studies, 7.4.4.22.3, Compare and contrast the involvement and role of the United States in global conflicts and acts of cooperation. Social Studies, 7.4.4.23.2, Analyze the changing relations between the United States and other countries around the world in the beginning of the 21st century. Social Studies, 8.4.3.14.4, Analyze how Pacific Rim countries have achieved economic growth in recent decades.</td>
</tr>
<tr>
<td>Grade Bands</td>
<td>Benchmarks</td>
<td>Sample Activities</td>
<td>Related Academic Standards</td>
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<tr>
<td>Grades 6–8</td>
<td>Apply conflict resolution skills to de-escalate, defuse, and resolve differences.</td>
<td>Teach a lesson that introduces various types of conflict resolution. Choose a conflict resolution formula to use any time students have a conflict. Routinely encourage students to use the conflict resolution strategy and provide authentic feedback when they do.</td>
<td>Social Studies, 7.4.4.22.3, Compare and contrast the involvement and role of the United States in global conflicts and acts of cooperation. Social Studies, 7.4.4.22.2, Analyze the social and political effects of the Cold War on the people of the United States.</td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>Identify positive support people to seek out in a conflict situation.</td>
<td>Ask students to develop a list of supports in and out of school. Ask them to write about the people they can seek out when they face a conflict.</td>
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</tr>
<tr>
<td>Grades 9–12</td>
<td>Evaluate and reflect on their role in a conflict and use this information to inform their behavior in the future.</td>
<td>Routinely use a conflict resolution formula with students.</td>
<td>Social Studies, 9.3.3.8.2, Describe the effects of nationalism and supranationalism on the establishment of political boundaries and economic activities.</td>
</tr>
<tr>
<td>Grade Bands</td>
<td>Benchmarks</td>
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<tr>
<td>Grades 9–12</td>
<td>Demonstrate an ability to co-exist civilly in the face of unresolved conflict.</td>
<td>Explore literature and biographies of characters who have dealt with unresolved conflict. Routinely ask students how these characters or figures co-existed civilly in the face of unresolved conflict. Show various videos about unresolved conflict and how people can co-exist with it.</td>
<td>Social Studies, 9.4.4.19.6, Outline the federal policies of war-time and post-war United States; explain the impact of these policies on Southern politics, society, the economy, race relations and gender roles. Social Studies, 9.4.4.19.7, Describe the content, context, and consequences of the 13th, 14th and 15th amendments; evaluate the successes and failures of the Reconstruction, including the election of 1876, in relation to freedom and equality across the nation.</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>Access conflict resolution resources.</td>
<td>Ask students to research resources in their school to help resolve conflicts. Create a list of resources available to students.</td>
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<tr>
<td>Grade Bands</td>
<td>Benchmarks</td>
<td>Sample Activities</td>
<td>Related Academic Standards</td>
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<tr>
<td>Grades 9–12</td>
<td>Describe and apply negotiation skills.</td>
<td>Model good negotiation skills. Have students do a research project on effective negotiation. Present reports to class. Together as a class, identify a simple and effective negotiation formula. Allow students to role play using the negotiation formula. Post the formula in class. Encourage students to use the negotiation strategy when they need to negotiate. Provide authentic feedback when you notice them using good negotiation skills. Students engage in debate on various topics that students choose.</td>
<td>Social Studies, 9.1.1.1.1, Demonstrate skills that enable people to monitor and influence state, local and national affairs.</td>
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</table>

Table 3 - Relationship Skills, Learning Goal 3: benchmarks, sample activities and related academic standards by grade band.
Responsible Decision-Making

Responsible Decision-Making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

It's important for students to develop good interpersonal skills that allow them to both collaborate with their peers and communicate effectively with adults. It’s also vital that students learn how to make good decisions autonomously. There are many ways to help students develop good decision-making skills. In the classroom, the best way to foster this skill is to present students with choices in a variety of contexts. It’s important to create a student-centered atmosphere where students feel their thoughts and opinions can be expressed and are valued.

Ideally, educators integrate evidence-based Social and Emotional Learning (SEL) practices across all subject areas to help students develop their social emotional skills or competencies. For the Responsible Decision-Making competency, we’ve developed two learning goals, set measurable grade band benchmarks, identified sample activities for each grade band and identified where select Minnesota Academic Standards connect to the benchmarks. The sample activities are suggestions that educators can use to teach the benchmarks – the activities are not meant to be complete lessons. The intent is for students to reach S mastery of each benchmark by the end of the grade range; however, teachers may want to revisit the earlier skills periodically.

Responsible Decision-Making Learning Goals

1. Considers ethical standards, social and community norms and safety concerns in making decisions.
2. Applies and evaluates decision-making skills to engage in a variety of situations.
Learning Goal 1

Considers ethical standards, social and community norms and safety concerns in making decisions.

**Benchmarks, Sample Activities and Related Academic Standards by Grade Band**

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Benchmarks</th>
<th>Sample Activities</th>
<th>Related Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Identify and follow shared bus, classroom and school norms.</td>
<td>As a class, develop simple, positively stated rules. Create a visual reminder for students, e.g., walk don’t run in the hall; raise your hand to speak; one person speaks at a time. Post the rules in high-traffic areas in school.</td>
<td>N/A</td>
</tr>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Identify and illustrate safe and unsafe behaviors.</td>
<td>Teach “safe” and “unsafe” as vocabulary words. Ask students to work together as a class to decide if a list of behaviors are “safe” or “unsafe” (e.g., riding on a bike path while wearing a helmet; riding in a car without wearing a seatbelt; walking close to the edge of a cliff; crossing the street at a crosswalk while holding an adult’s hand).</td>
<td>ELA, SLVML 3.7.d, Recognize safe practices in personal media communications.</td>
</tr>
<tr>
<td>Grade Band</td>
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<tr>
<td>Kindergarten–Grade 3</td>
<td>Understand that decisions can have positive and negative effects on themselves and others.</td>
<td>Play a game of night at the museum, where students pretend to be statues in a museum. They don’t want to be “caught” moving by the janitor’s flashlight. Debrief with questions regarding decisions made by players so they were not “caught.” Use story time to discuss how characters made decisions, and how their decisions effected themselves and others. In social studies, read biographies of leaders, and discuss their decisions and the effects of the decisions on others.</td>
<td>Social Studies, 2.2.3.3.1, Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.</td>
</tr>
<tr>
<td>Grades 4–5</td>
<td>Contribute to school safety by supporting classroom, lunchroom, and playground shared norms and rules.</td>
<td>Work with students to create and enforce simple, positively stated, shared classroom and school community norms.</td>
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</tr>
<tr>
<td>Grade Band</td>
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<td>Sample Activities</td>
<td>Related Academic Standards</td>
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<tr>
<td>Grades 4–5</td>
<td>Identify ways certain decisions or choices effect short- and long-term goals.</td>
<td>Use a decision-making formula (e.g., stop and calm down, identify the decision to be made, identify the options, research the consequences of each option, choose what’s best for you, try it out, and reflect on how well the decision worked).</td>
<td>Science, 5.3.4.1.3, Compare the impact of individual decisions on natural systems.</td>
</tr>
<tr>
<td>Grades 4–5</td>
<td>Identify positive and negative consequences of decisions for oneself and others.</td>
<td>Consider the prompt “If I (the student) were the co-author of the rules/codes of conduct, what, if anything, would I change in the rules?” Ask students to write a response to a journal prompt, or create an art project that shows a decision and the positive and negative consequences for self and others. Have students share in small groups.</td>
<td>Science, 5.3.4.1.3, Compare the impact of individual decisions on natural systems.</td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>Analyze the reasons for school rules and local laws and identify the ethical values and social norms they support.</td>
<td>Use teachable moments, including discipline, to talk about the reasons for school rules and local laws. In response to a journal prompt, ask students to reflect on the reasons for school rules or local laws.</td>
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<tr>
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<tr>
<td>Grades 6–8</td>
<td>Monitor how decision-making affects progress toward achieving a goal, through reflection on past choices, and social and community norms.</td>
<td>Routinely ask students to reflect on how decision-making affects progress toward their goals (e.g., if you decide to go to a sleepover tonight, how will that affect your goal of getting a good grade on the test tomorrow?). Ask how and why they might do things differently, if given the chance.</td>
<td>Science, 6.1.2.1.1, Identify a common engineered system and evaluate its impact on the daily life of humans.</td>
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<tr>
<td>Grades 6–8</td>
<td>Recognize the effect of peer pressure on decision-making.</td>
<td>Ask students to write in response to a journal prompt about how peer pressure, including perceptions about what peers are thinking, affects decision-making. Use examples in literature to discuss how peer pressure, including perceptions about what peers are thinking, may have influenced a character’s decision.</td>
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<tr>
<td>Grades 9–12</td>
<td>Demonstrate ability to consider personal responsibility, social norms, safety concerns and ethical standards in making decisions.</td>
<td>As part of vocabulary in ELA, or in social studies, discuss (and/or possibly do reports or respond to journal prompts about) the meaning of “personal responsibility,” “ethics” and “norms.” Assign reports that ask students to learn about a figure in history who showed personal responsibility and ethics. Ask how their sense of responsibility and ethics affected their decisions. Ask students to write essays, in language arts or social studies, about how they behave responsibly and ethically. When developing shared classroom rules in any class, discuss personal responsibility, ethics and norms, and how they shape our behavior toward one another.</td>
<td>ELA, SLVML 9.7.d, Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices. Science, 9.1.3.3.1, Describe how values and constraints affect science and engineering. Science, 9.1.1.1.5, Identify sources of bias and explain how bias might influence the direction of research and the interpretation of data. Science, 9.1.1.1.4, Explain how societal and scientific ethics impact research practices.</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>Assess lessons learned from past experiences and mistakes when making decisions.</td>
<td>Ask students to create a visual map of a decision they made, describe the outcome, and identify potential areas for improvement.</td>
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</tbody>
</table>
Learning Goal 2

Applies and evaluates decision-making skills to engage in a variety of situations.

*Benchmarks, Sample Activities and Related Academic Standards by Grade Band*

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<thead>
<tr>
<th>Grade Band</th>
<th>Benchmarks</th>
<th>Sample Activities</th>
<th>Related Academic Standards</th>
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<tbody>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Implement &quot;Stop, Think and Act&quot; strategy when making decisions.</td>
<td>Show students a stop sign, explain what the stop sign means and discuss how the stop sign can be used in the classroom—it can be used as a prompt to stop and think about their behaviors before taking action. Routinely encourage students to use “stop, think and act” anytime they face a choice or decision. Provide authentic feedback when you observe students making good decisions.</td>
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<tr>
<td>Grade Band</td>
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<tr>
<td>Kindergarten–Grade 3</td>
<td>Demonstrate cooperation with social and classroom norms and procedures.</td>
<td>Create simple, positively shared expectations or rules as a class to show students have a voice in the development and implementation of norms and procedures.</td>
<td>Social Studies, 1.1.1.1.1, Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important. Social Studies, 3.1.1.1.1, Identify ways people make a difference in the civic life of their communities, state, nation or world by working as individuals or groups to address a specific problem or need. ELA, SVLML 0.1, 1.1, 2.1, 3.1, Participate in collaborative conversations with diverse partners about grade-level topics and texts with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td>Kindergarten–Grade 3</td>
<td>Explain the consequences and rewards of actions on self, other, or group.</td>
<td>Teach a vocabulary lesson on “consequences.” During story time, routinely ask students what the consequences of a character’s decision were.</td>
<td>Social Studies, 2.2.3.3.1, Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.</td>
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<tr>
<td>Grade Band</td>
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<tr>
<td>Grades 4–5</td>
<td>Identify a variety of decisions/problems that students have at school.</td>
<td>Ask students to write in response to a journal prompt, or work together in pairs or small groups, to identify decisions and problems students face at school, and effective ways they might handle them (i.e., options).</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 4–5</td>
<td>Generate alternative solutions to their identified problems.</td>
<td>Ask students to brainstorm in small groups alternative solutions to problems they face, individually, and as a class. Use examples from literature to ask students to generate alternative solutions and/or alternative choices a character could have made. Use examples from history to ask students to generate alternative solutions and/or alternative choices a historical figure could have made, and how it might have affected events.</td>
<td>ELA, SVLML 4.1.e, 5.1.e, Cooperate and problem solve, as appropriate, for productive group discussion.</td>
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<tr>
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<tr>
<td>Grades 4–5</td>
<td>Assess consequences of possible solutions for the identified problems and demonstrate methods for reaching consensus or a decision.</td>
<td>Establish a decision-making formula for the class (stop and calm down, identify the problem or choice, consider the alternatives, choose, try it out). Routinely encourage students to practice their decision-making formula, anytime they face a decision. Routinely ask students about the options and consequences of each, anytime they face a choice or decision. Provide students with authentic feedback anytime they are working through a decision.</td>
<td>Science, 4.1.2.1.1, Describe the positive and negative impacts that the designed world has on the natural world as more and more engineered products and services are created and used.</td>
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<tr>
<td>Grades 4–5</td>
<td>Evaluate the results of their actions after making a decision.</td>
<td>Give students authentic feedback that helps connect their good decisions to positive consequences for their learning, the classroom community, etc.</td>
<td>Science, 5.3.4.1.3, Compare the impact of individual decisions on natural systems.</td>
</tr>
<tr>
<td>Grade Band</td>
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<tr>
<td>Grades 6–8</td>
<td>Identify and apply the steps of systematic decision-making, using creativity and innovation.</td>
<td>Ask students to use creative art expression to identify an area of decision-making. Ask students to respond to journal prompt that asks them to identify a time they have applied the decision-making formula and how it worked.</td>
<td>Social Studies, 4.1.1.1.1, Describe how people take action to influence a decision on a specific issue; explain how local, state, national or tribal governments have addressed that issue. Social Studies, 4.2.1.1.1, Apply a reasoned decision-making process to make a choice. Social Studies, 5.2.1.1.1, Apply a decision-making process to identify an alternative choice that could have been made for a historical event; explain the probable impact of that choice. Social Studies, 7.2.1.1.1, Apply reasoned decision-making techniques in making choices; explain why different households or groups faced with the same alternatives might make different choices. Social Studies, 8.2.1.1.1, Apply reasoned decision-making techniques in making choices; explain why different governments faced with the same alternatives might make different choices.</td>
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<tr>
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<tr>
<td>Grades 6–8</td>
<td>Gather additional information from multiple sources to generate alternative solutions.</td>
<td>Students complete a project where they actively seek outside sources of information to inform decision-making. Routinely encourage students to explore and research the likely outcomes of any choice, anytime they face a choice or decision.</td>
<td>Science, 7.1.1.2.4, Evaluate explanations proposed by others by examining and comparing evidence, identifying faulty reasoning, and suggesting alternative explanations. ELA, W 6.7, 7.7, 8.7, Write arguments to support claims with clear reasons and relevant evidence.</td>
</tr>
<tr>
<td>Grades 6–8</td>
<td>Discuss alternatives in relation to multiple contextual factors.</td>
<td>Routinely encourage students to explore and research the likely outcomes of any choice, anytime they face a choice or decision. Give students authentic feedback that helps connect their good decisions to positive consequences for their learning, the classroom community, etc.</td>
<td>N/A</td>
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</thead>
<tbody>
<tr>
<td>Grades 6–8</td>
<td>Analyze how decision-making skills affect study habits and academic performance.</td>
<td>Create, agree to, and help students understand logical consequences, discussing them frequently. Routinely encourage students to think about and discuss how decision-making affects their academic performance and study habits.</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>Regularly demonstrate use of systematic decision-making, by identifying a decision, gathering information, and assessing alternative resolutions.</td>
<td>Read current events and discuss how a decisions was made and evaluate the quality of the decision against a clearly defined criteria (e.g., did the individual appear to follow a good decision-making strategy?).</td>
<td>Science, 9.1.1.2.1, Formulate a testable hypothesis, design and conduct an experiment to test the hypothesis, analyze the data, consider alternative explanations, and draw conclusions supported by evidence from the investigation.</td>
</tr>
<tr>
<td>Grade Band</td>
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<tr>
<td>Grades 9–12</td>
<td>Identify and ask systematic questions that clarify various points of view and lead to the best solution.</td>
<td>Routinely encourage students to seek additional information, anytime they face a decision. Provide authentic feedback about the process they use to arrive at the best solution, anytime they face a decision.</td>
<td>Science, 9.1.1.2.2, Evaluate the explanations proposed by others by examining and comparing evidence, identifying faulty reasoning, pointing out statements that go beyond the scientifically acceptable evidence, and suggesting alternative scientific evidence. ELA, SVLML 9.1 and 11.1, Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, including those by and about Minnesota American Indians, building on others’ ideas and expressing their own clearly and persuasively. ELA, W 9.7 and 11.7, Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
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<td>Grade Band</td>
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<tr>
<td>Grades 9–12</td>
<td>Analyze and evaluate evidence, arguments, claims, and beliefs to inform effective decisions.</td>
<td>Ask students to connect their academic progression with future life goals. Routinely encourage students to seek additional information and evaluate all options, anytime they face a decision. Provide authentic feedback about the process they use to arrive at the best solution, anytime they face a decision.</td>
<td>Science, 9.1.1.2.3, Identify the critical assumptions and logic used in a line of reasoning to judge the validity of a claim. ELA, W 9.7, and 11.7, Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ELA, RI 9.8, Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</td>
</tr>
<tr>
<td>Grades 9–12</td>
<td>Analyze how their present decision-making affects college and career choices.</td>
<td>Provide planners for students to list their goals and set deadlines for accomplishing those goals and completing projects. Ask students to write essays or respond to journal prompts about their college and career goals. Ask students to analyze how their current decision-making affects their progress toward achieving those goals.</td>
<td>Science, 9.1.3.2.2, Analyze possible careers in science and engineering in terms of education requirements, working practices and rewards.</td>
</tr>
</tbody>
</table>
Table 2 – Responsible Decision-making Skills, Learning Goal 2 – benchmarks, sample activities and related academic standards by grade band.
SCHOOL SOCIAL WORK NATIONAL STANDARDS
FOR SOCIAL EMOTIONAL LEARNING

Improving academic and behavioral outcomes through social emotional learning.
INTRODUCTION

Several key sets of skills and attitudes provide a strong foundation for achieving school and life success (Illinois State Board of Education, n.d. a, b). This includes knowing one’s emotions, how to manage them, and ways to constructively express them. Students can express their emotions constructively through appropriate verbal and non-verbal communication skills in order to promote positive stress management, impulse control and to persevere in overcoming obstacles. Additionally, competent students in a global society need to be able to make ethical decisions, build upon their strengths and weaknesses, and to utilize family, school, and community resources (http://casel.org/why-it-matters/what-is-sel/). It is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

Students, in order to be prepared for college and career readiness, must be able to communicate their emotions appropriately. They must be able to manage their behavior, feelings, and impulses. Students need to be able to develop positive interpersonal relationship skills and be respectful of the diverse world within which we live. Social awareness promotes a spirit of inquiry that leads to exploration, questioning, research, and engagement with others in an effort to better understand the world and to develop creative solutions to existing problems. Students who successfully develop and demonstrate these skills have improved future job and educational opportunities. Also, students who set goals and have a plan to achieve their goals are better equipped for post-high school opportunities. They are able to set their sights on something and achieve it. This not only allows students to be successful but also increases their self-esteem.

The Common Core State Standards are rigorous standards that prepare students for college and career opportunities (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010). Speaking and Listening is an anchor standard of the Common Core English/Language Arts Standards. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, they must also develop and be able to demonstrate self-awareness, self-management, social awareness, positive relationship skills, and decision-making in order to be prepared for college and career (CASEL n.d.; National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010). Students who develop these skills are subsequently developing a strong emotional intelligence quotient and a way to view and interact with the world rooted in the present, informed by the lessons from the past, and leading to predictability for the future.
### Learn to recognize and assess one’s feelings, interests, strengths and challenges.

#### GOAL 1: SELF AWARENESS:

<table>
<thead>
<tr>
<th>Emotions</th>
<th>Strengths, Interests and Challenges</th>
<th>Similarities and Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EARLY CHILDHOOD &amp; EARLY ELEMENTARY</strong></td>
<td></td>
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<tr>
<td>Name and label emotions in self.</td>
<td>Tell of own uniqueness; state likes, dislikes, strengths and challenges.</td>
<td>State how people are alike and different; gain awareness that differences are acceptable.</td>
</tr>
<tr>
<td>Examine emotions and impact on others.</td>
<td>Demonstrate understanding and acceptance of uniqueness, strengths and challenges of others.</td>
<td>Demonstrate acceptance of uniqueness in other social and cultural groups.</td>
</tr>
<tr>
<td><strong>LATE ELEMENTARY</strong></td>
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<tr>
<td>Analyze how thoughts and emotions affect behavior and relationships.</td>
<td>Analyze how personal qualities influence behavior and relationships.</td>
<td>Explain how individual, social and cultural differences may increase resiliency to bullying and identify ways to address it.</td>
</tr>
<tr>
<td><strong>MIDDLE SCHOOL/JR HIGH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate and analyze how expressing emotions in different settings/situations affects others. (home, school, work and community)</td>
<td></td>
<td>Analyze, evaluate, and implement strategies for being respectful of others and opposing stereotyping and prejudice.</td>
</tr>
<tr>
<td><strong>HIGH SCHOOL</strong></td>
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</tr>
</tbody>
</table>

**STRENGTHS, INTERESTS AND CHALLENGES**

**SIMILARITIES AND DIFFERENCES**

**GOAL 1: SELF AWARENESS:**
### GOAL 2
**SELF MANAGEMENT:**

*Build and maintain positive peer, family, school and work relationships.*

<table>
<thead>
<tr>
<th>EARLY CHILDHOOD &amp; EARLY ELEMENTARY</th>
<th>LATE ELEMENTARY</th>
<th>MIDDLE SCHOOL/JR HIGH</th>
<th>HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EMOTIONS AND BEHAVIOR</strong></td>
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</tr>
<tr>
<td>Identify feelings words and faces; use language to express feelings; identify feelings by looking at others; control impulses.</td>
<td>Identify feelings in self and others; use language to express feelings; develop positive coping skills to deal with emotions; understand how one's behavior affects another.</td>
<td>Identify feelings, strengths and weaknesses within self; identify feelings within others; improve positive coping skills to handle feelings, including stress; be able to understand feelings within the context of a relationship with others; understand how one's behavior and choices affects others.</td>
<td>Identify feelings and how others react to expressing one's own feelings; be able to understand feelings within the context of a relationship with others; understand how one's behavior and choices affect others.</td>
</tr>
<tr>
<td>State goals, likes, wants, dislikes, and one's strengths.</td>
<td>Express goals, likes, wants, dislikes, strengths and create plans to achieve goals.</td>
<td>Identify and express strengths, weaknesses, and goals; create plans to achieve goals; be able to recognize resources (within community, peer, school, teacher) that will assist in achieving goals; evaluate why one did or did not achieve a goal, and adjust plans accordingly.</td>
<td>Identify and express strengths, weaknesses, and goals, including create and monitor plans to achieve goals; follow plan to achieve goals; analyze plan that was used to achieve goals and why one did or did not achieve a goal; be able to recognize resources (community, peer, school, teacher) that will assist in achieving goals;</td>
</tr>
<tr>
<td>Identify friends, adults in the school and within the community; know whom to go to for help in school and the community; identify safe and unsafe people within the community.</td>
<td>Identify peers, adults in the school and within the community; know who to go to for help in school and the community; recognize safe and unsafe people within the community; and safe and unsafe behavior.</td>
<td>Identify peers, adults in the school and within the community; identify people who are supportive and can assist one in achieving goals and ones who deter from goals; know who to go to for help in school and the community; recognize safe and unsafe behavior; be able to make decisions that will support one's goals.</td>
<td>Utilize school and community resources; identify people who are supportive (i.e. peers, adults, and within the community) and can assist in achieving goals and ones who deter from goals; know whom to go to for help in school and the community; recognize safe and unsafe behavior; make decisions independently that will support one's decisions and understand the rationale for one's own decisions.</td>
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</tbody>
</table>
### GOAL 3
**SOCIAL AWARENESS:**

*Recognize and express acceptance of the thoughts, feelings and perspectives of others in a variety of social and cultural settings.*

<table>
<thead>
<tr>
<th>EARLY CHILDHOOD &amp; EARLY ELEMENTARY</th>
<th>LATE ELEMENTARY</th>
<th>MIDDLE SCHOOL/JR HIGH</th>
<th>HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe the interactions of others’, recognize others’ feelings; and express curiosity about the world in which they live.</td>
<td>Listen to feedback from others regarding their behavior; inquire about others’ families and backgrounds, and gain age-appropriate material on different cultures.</td>
<td>Inquire about how groups interact with other groups; how group interaction influences behavior, and begin to research cultural differences and similarities.</td>
<td>Examine how systems and structures foster or limit communication and relationships among those of similar and different cultural backgrounds.</td>
</tr>
<tr>
<td>Recognize that the world consists of many different social relationships that make up the environment in which they live.</td>
<td>Recognize that the world is a very complex place and other people’s experiences are different from their own.</td>
<td>Explore what resources exist in the community that promote social interaction; identify the effect of people’s behaviors on others; and imagine ways to improve the quality of their group interactions.</td>
<td>Engage in activities that involve interactions with people who are different than themselves, and approach these interactions with curiosity and sensitivity toward others’ perspectives, needs, and feelings.</td>
</tr>
<tr>
<td>Observe how people engage with each other and recognize how others’ feelings might be similar or different than their own.</td>
<td>Recognize how personal behavior helps or harms social relationships and interactions.</td>
<td>Show awareness of similarities and differences in thoughts, feelings, and perspectives of others and join teams and affinity groups as a result.</td>
<td>Analyze own behavior, consider others’ thoughts, feelings, and perspectives, and make adjustments accordingly prior to taking action.</td>
</tr>
</tbody>
</table>

### UNDERSTANDING THE COMPLEXITY OF ENVIRONMENT

### BEHAVIORS OF INQUIRY

### EMPATHY TOWARD OTHERS
### GOAL 3
**SOCIAL AWARENESS:**

**CONTINUED**

<table>
<thead>
<tr>
<th>EARLY CHILDHOOD &amp; EARLY ELEMENTARY</th>
<th>LATE ELEMENTARY</th>
<th>MIDDLE SCHOOL/JR HIGH</th>
<th>HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Awareness of Social Norms</strong></td>
<td></td>
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</tr>
<tr>
<td>Begin to understand the socially created rules for interaction that govern human relationships with peers, adults, and school settings.</td>
<td>Identify social norms and considerations that guide behavior in peer interactions, with adult figures such as teachers, and school settings.</td>
<td>Examine how social norms and expectations of authority influence personal decisions and actions with youth and adults.</td>
<td>Express acceptance of social norms in different societies and cultures with youth and adults, including the importance of education in achieving life ambitions.</td>
</tr>
<tr>
<td><strong>Identifying Individual and Group Similarities and Differences</strong></td>
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</tr>
<tr>
<td>Describe the ways that people are similar and different, including the positive qualities of others.</td>
<td>Identify differences among and contributions of various social and cultural groups; demonstrate how to work effectively with those who are different from oneself.</td>
<td>Explain how individual, social, and cultural differences may increase vulnerability to bullying; identify ways to address it; and analyze the effects of taking action.</td>
<td>Demonstrate respect for individuals from different social and cultural groups by opposing stereotyping and prejudice; analyze the origins and negative effects of stereotyping and prejudice; explore strategies for being respectful of others; and evaluate how advocacy for the rights of others contributes to the common good.</td>
</tr>
<tr>
<td><strong>Appropriate Levels of Interaction</strong></td>
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</tr>
<tr>
<td>Learn from interactions with others; how to modify their behavior to meet their own and others' needs.</td>
<td>Consciously consider the impact of their behavior on others and make effective behavioral choices.</td>
<td>Overcome their fear of the judgment of others and take appropriate risks to engage with others; make effective choices.</td>
<td>Recall past successes; make effective behavioral choices leading to a less emotional and more beneficial outcome than in previous interactions.</td>
</tr>
</tbody>
</table>

*Recognize and express acceptance of the thoughts, feelings and perspectives of others in a variety of social and cultural settings.*
## GOAL 4
**RELATIONSHIP SKILLS:**

*Build and maintain positive peer, family, school, work, and community relationships.*

<table>
<thead>
<tr>
<th>EARLY CHILDHOOD &amp; EARLY ELEMENTARY</th>
<th>LATE ELEMENTARY</th>
<th>MIDDLE SCHOOL/JR HIGH</th>
<th>HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COOPERATION</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>State reasons for the importance of cooperating with others, and that cooperating requires sharing and taking turns.</td>
<td>Explain the importance of encouraging others and doing their part.</td>
<td>Determine the benefits of being cooperative; explore and practice compromise and including others.</td>
<td>Describe and apply negotiation skills.</td>
</tr>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td></td>
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</tr>
<tr>
<td>State basics of two-way communication (speaking and listening)</td>
<td>Learn the various techniques for improving communication including speaking and listening skills; how to ask for help when needed.</td>
<td>Articulate the difference between passive aggressive and assertive communication styles; recognize the learning benefits or drawbacks of each.</td>
<td>Demonstrate a personal communication style and consistently use clear communication with peers, teachers, family, and adults.</td>
</tr>
<tr>
<td>Identify safe and unsafe situations with peers and feelings associated with each.</td>
<td>Identify and practice peer pressure situations and learn various techniques for resisting negative peer pressure.</td>
<td>Demonstrate ways to positively influence others; expand knowledge of ways to resist negative peer pressure.</td>
<td>Demonstrate an individual identity; demonstrate the ability to choose adults who will be a positive influence on self and future choices.</td>
</tr>
<tr>
<td><strong>RESISTING PEER PRESSURE</strong></td>
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</tr>
<tr>
<td>Tell what conflict is and feelings associated with it; list healthy ways to express feelings and manage anger.</td>
<td>Describe various techniques for managing conflict; explain why and how to ask for help when needed; demonstrate ways to express anger in a healthy and socially acceptable manner.</td>
<td>Demonstrate healthy ways to resolve conflicts with others; explore the possible outcomes/consequences of communicating angry feelings inappropriately.</td>
<td>Analyze conflict/anger producing situations; work with others to mediate such situations.</td>
</tr>
<tr>
<td><strong>CONFLICT RESOLUTION</strong></td>
<td></td>
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</tr>
</tbody>
</table>
Develop and demonstrate decision-making skills and responsible behaviors in all personal, school, family, and community contexts.

**GOAL 5**

**DECISION MAKING:**

**SCHOOL SOCIAL WORK NATIONAL STANDARDS FOR SOCIAL EMOTIONAL LEARNING**

<table>
<thead>
<tr>
<th>EARLY CHILDHOOD &amp; EARLY ELEMENTARY</th>
<th>LATE ELEMENTARY</th>
<th>MIDDLE SCHOOL/JR HIGH</th>
<th>HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IDENTIFYING &amp; EVALUATING CHOICES</strong></td>
<td></td>
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</tr>
<tr>
<td>Define what it means to make a choice.</td>
<td>Understand and explain choices when interacting with others.</td>
<td>Demonstrate an understanding of how choices impact academic performance and personal success.</td>
<td>Analyze how the choices you make impact college and career options.</td>
</tr>
<tr>
<td>Recognize there are positive and negative choices and consequences.</td>
<td>Explain the possible outcomes associated with different choices and generate alternative solutions and long term outcomes of decisions on self and others.</td>
<td>Analyze and explain the short and long term positive, negative outcomes of decisions on self and others.</td>
<td>Reflect upon choices and apply information gained to future situations.</td>
</tr>
<tr>
<td>Identify personal responsibilities at school.</td>
<td>Begin to assume ownership for individual responsibilities.</td>
<td>Explain how actions impact personal success, peer interactions, family relationships, and community.</td>
<td>Use past experiences to evaluate how actions impact future relationships, college and career choices and utilize for self improvement.</td>
</tr>
</tbody>
</table>

**PROBLEM SOLVING**

**IDENTIFYING & EVALUATING CHOICES**

**TAKING RESPONSIBILITY**
Welcome!

Wherever you are at on the journey to cultivate and support SEL with your students, staff, schools and communities, I hope this website will support your practice efforts. Built off the amazing work done by the Minnesota Department of Education, these tools are intended to:

1. Support implementation of SEL within MTSS structures
2. Improve data-informed SEL decision-making approaches

Thank you to the Minnesota School Social Workers Association for sharing this free resource for school-based mental health professionals and educators in Minnesota and beyond!

With Gratitude,
Child Developmental History

Students Name: __________________________ DOB:____________ Age:_______ Sex:_____

Mother’s Name:_________________________ Occupation:___________________________

Father’s Name:__________________________ Occupation:__________________________

Child Lives With: Both      Mother        Father  (circle one)

For Parents with Adopted Child:

Child’s Age when adopted:__________ American Born       Foreign Born (circle one)

Please add any comments that may be helpful:________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Brothers and Sisters

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Living at Home?</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Information Obtained From:_______________________ Relationship to Student:_____________

Date form completed: ____________________________

Pregnancy/Birth History:

Were there any problems with any of the following during pregnancy or birth? If yes, please explain.

______________________________________________________________________________

______________________________________________________________________________

Yes       No
☐ ☐ Bleeding or spotting
☐ ☐ Accidents, illnesses, or injuries to mother
☐ ☐ High Blood Pressure
☐ ☐ Pre-term Labor

Was there any use of tobacco, alcohol or drugs during pregnancy? Yes      No

What was used? ___________________________ How much per day? ______________________

Was the mother ever placed on bed rest? Yes      No

If yes, when & why? _______________________________________________________________

How many weeks gestation was the pregnancy? _______________________________________

Type of delivery? ____________________________

What was the Child’s weight at birth? ____________________________________________

Were there any complications at birth? Yes      No
If yes, please explain: ___________________________________________________________
____________________________________________________________________________

Was the Child hospitalized from complications at birth?  Yes  No
If yes, please explain: ___________________________________________________________
____________________________________________________________________________

Developmental History:
Was the student within normal developmental ranges in: (approximate age?)
Yes  No
☐ ☐ Sitting
☐ ☐ Crawling
☐ ☐ Walking
☐ ☐ Speaking single words
☐ ☐ Speaking two or three word sentences

Does the student currently need help with personal self-cares (ex: brushing teeth, getting dressed taking a bath?)

Medical History:
Does the Child have a history of a head injury?  Yes  No
Was the Child seen by a physician at the time of the head injury?  Yes  No
If yes, please explain: ___________________________________________________________
____________________________________________________________________________

Check all the following that applies to the Child's history or current medical condition:
☐ Frequent Headaches  ☐ Seizures  ☐ Asthma
☐ Problems with heart or blood  ☐ Heart Murmurs  ☐ Sinus Problems
☐ Problems with blood pressure  ☐ Pneumonia  ☐ Respiratory Syncytial Virus
☐ Constipation  ☐ Diarrhea  ☐ Frequent stomach aches
☐ Bowel control problems  ☐ Bladder Infections  ☐ Pain in joints
☐ Excessive weight gain or loss  ☐ Bedwetting  ☐ Cerebral Palsy
☐ Bladder control problems  ☐ Cancer  ☐ Diabetes
☐ Skin Problems (Eczema, Impetigo)  ☐ Frequent sore throat  ☐ Frequent nose bleeds
☐ High Fever 104 for longer than 2 days

If any of the above areas are checked, please explain: _____________________________________
______________________________________________________________________________
______________________________________________________________________________

Does the Child have a history of frequent ear infections?  Yes  No
If yes, has the problem been resolved?  Yes  No
Has the Child had P.E. tubes placed?  Yes  No
Are the P.E. tubes currently in place?  Yes  No

Have there ever been any hearing problems?  Yes  No
If yes, please explain: ___________________________________________________________
____________________________________________________________________________

Does the Child wear hearing aids?  Yes  No
If yes, please explain: ___________________________________________________________
____________________________________________________________________________

Have there ever been any visual problems?  Yes  No
If yes, please explain: _____________________________________________________________
______________________________________________________________________________

Does the Child have any allergies to medications, food, or environment? Yes No
What is the allergy: ______________________________________________________________
What is the reaction: _____________________________________________________________
Is the child a picky or fussy eater? Yes No
What are your child's favorite foods? _______________________________________________

Does the Child have any medical/mental health diagnoses such as ADHD, ADD, ODD, Autism, Depression etc? Yes No Please explain:
______________________________________________________________________________

Does the Child take medication on a regular basis? Yes No
Name_______________________________________________________
Times_______________________________________________________
Dose _______________________________________________________

Has your child taken medication for an extended time previously? Yes No
If yes, please explain: ____________________________________________________________
______________________________________________________________________________

Does the child have a history of or experiencing any drug or alcohol abuse? Yes No
If yes, please explain: ____________________________________________________________
______________________________________________________________________________

Has the Child ever been hospitalized or had surgery (include same day procedures)? Yes No
If yes, when, where explain: _______________________________________________________
______________________________________________________________________________

What time does the Child: Go to Bed _______________ Wake Up ___________________

Does the Child have a difficult time falling asleep? Yes No
Does the Child seem well rested? Yes No
If no, please explain: _____________________________________________________________
______________________________________________________________________________

Primary Clinic Name: ______________________________________________________________
Provider: ______________________________________________________________________
Phone: ________________________________________________________________________
Address: ______________________________________________________________________

Date of last physical examination or last physician's visit? ____________________________
Were there any concerns? Yes No
If yes, please explain: ____________________________________________________________
______________________________________________________________________________

Are immunizations up to date? Yes No
Do you have a record of the immunizations? Yes No

Family History:
Please check any of the following health conditions that your child's blood relatives (brothers/sister/grandparents/aunts/uncles) may have had:

Yes No
Yes No
Please check all that apply:
- Alcohol Abuse
- Allergy or Hay fever
- Asthma
- Behavioral Concerns
- Birth Concerns
- Bleeding Problems
- Bone Problems
- Cancer
- Convulsions or Seizures
- Cystic Fibrosis
- Developmental Delay
- Diabetes
- Drug Abuse
- Epilepsy
- Head Trauma
- Heart Problems
- High Blood Pressure
- Lupus
- Mental Health Concerns
- Muscle Problems
- Reading Problems
- Rheumatic Fever
- Speech Problems
- Tuberculosis
- Vision Problems
- Other:

Changes sometimes are difficult for children to adjust to, depending on the age of the child and his/her adaptability. Note how you feel they adapted to the change and event.

For children whose parents are divorced or separated:
1. If there has been a divorce or separation who is custodial parent? Yes  No
2. Has either parent re-married? Yes  No
3. Are there stepbrothers or stepsisters? Yes  No
4. How has your child adjusted to the divorce/separations/re-marriage? __________________________

Behaviors:
Do you have any concerns about your child's behavior? Yes  No
If yes, please explain: _____________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Below is a list of behaviors that sometimes are of concern to parents. (Please check all that apply):
- Withdrawn, socially isolated, few friends
- Inappropriate attention getting
- Uncooperative, defiant, disobedient
- Mood Swings (extreme highs & lows)
- Sad or Depressed
- Low Self-esteem, lacking confidence
- Distractible, short attention span, difficulty concentrating
- Physical complaints like headaches, stomach aches, dizziness, etc
Please describe how your child gets along with other Adults?
____________________________________________________________________________

Is your child fairly good natured, easy to get along with? ________________________________
____________________________________________________________________________

Is your child difficult to control? __________________________________________________
____________________________________________________________________________

Please describe how your child gets along with children his or her age: _______________________
____________________________________________________________________________

Please describe how your child gets along with siblings: _________________________________
____________________________________________________________________________

What are some of the rules that your child is expected to abide by in your home? _______________
____________________________________________________________________________

What are some of the responsibilities/chores that your child is expected to do? _________________
____________________________________________________________________________

What do other people say about your child? _____________________________________________
____________________________________________________________________________

Please list additional information about your child’s behavior that you believe is important for us to
know? _________________________________________________________________________
____________________________________________________________________________

What forms of discipline are effective? ________________________________________________
____________________________________________________________________________

Other:

List the places your child goes with you or your whole family: ________________________________
____________________________________________________________________________

List the places where your child spends time away from you: ________________________________
____________________________________________________________________________

When is the best time of the day for your child to play with familiar adults? ___________________
____________________________________________________________________________

What are your child’s favorite toys? __________________________________________________
____________________________________________________________________________

What does your child do for fun? ______________________________________________________
____________________________________________________________________________
Please add any other information you feel may be helpful in our assessment of your child. You may point out his/her special interests, skills or accomplishments, favorite family activities, or anything we may not get the opportunity to see at school. Thank you for your help! ☺
Dear Family Member,

We are completing the Home and Family Interview so we can learn more about your child. Because this information will be used as part of the assessment process, your ideas and concerns are important in helping to obtain assessment information that accurately reflects your child’s skills and abilities.

I. General Information

1. Information about your child...
Name:___________________________________________________________
Date of Birth:__________  Age:________  Grade:_____
School:_______________________________________________________

2. Information about you...
Name:___________________________________________________________
Relationship to child:______________________________________________
Date when completed:______________________________________________

3. Child currently lives with (check one)...
   __ Parent   __ Relatives   __ Foster Parent   __ Independent/Self   __ Peers/Friends
   _ Other (describe):

4. List all members of the child’s family

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Relationship to Child</th>
<th>Primary Language</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
5. Provide details of the interview below:

Name of Interviewer _____________________________________________

Interview format (check): ___ In-home ___ Telephone___

II. Background Information:

a. How long has the family been in this country? _______________________ 

b. Where have you lived in the United States? ________________________

c. Did you or your child ever live in a refugee camp? ___________________

d. If yes, How long?________________

e. Where?_______________________

III. Health and Early Development:

a. Does your child have any medical, physical, or psychological conditions which can impact learning?

b. Does anyone in your family have a history of medical or physical problems?

_______________________________________________________________

(Please check any that apply)

<table>
<thead>
<tr>
<th>Vision</th>
<th>Attention Deficit</th>
<th>Allergies</th>
<th>Cerebral Palsy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing</td>
<td>Head Injury</td>
<td>Diabetes</td>
<td>Sleep Disorder</td>
</tr>
<tr>
<td>Ear Infections</td>
<td>Asthma</td>
<td>Depression</td>
<td>Other</td>
</tr>
</tbody>
</table>

b. Was he/she born more than 3 weeks early or late: No____ yes____

c. What was his/her birth weight? ______________

d. Were there any unusual complications during pregnancy?

_______________________________________________________________

_______________________________________________________________

e. Has he/she had lead poisoning: No_____ Yes____

f. Has your child ever been hospitalized? No_______ Yes ______

For what? _________________________________

When? _________________________________
IV. **Family and Cultural Information** (Sometimes learning problems are temporary that may be impacted by changes in a family member's life. From the list below, please check if any of the events have occurred in your family:

<table>
<thead>
<tr>
<th>Divorce/Separation</th>
<th>Parent started working</th>
<th>Sibling leaving home</th>
<th>Homelessness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Death in the Family</td>
<td>New person in family</td>
<td>Illness in family</td>
<td>Other</td>
</tr>
<tr>
<td>Job loss/layoff</td>
<td>Neighborhood concerns</td>
<td>Housing Concerns</td>
<td>Other</td>
</tr>
<tr>
<td>Drug/alcohol abuse</td>
<td>Legal problems</td>
<td>Foster Home</td>
<td>Other</td>
</tr>
<tr>
<td>Family member hospitalized</td>
<td>Child trauma/abuse</td>
<td>Clothing concerns</td>
<td>Other</td>
</tr>
</tbody>
</table>

a. If you checked one or more items above, please explain:

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

b. What would you like the school to know about your cultural background and heritage that might make a difference in the assessment of learning?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

c. Do you feel your child’s difficulty at school could be related to a language barrier?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

d. Has anyone in the child’s family had educational difficulties in the past?

___________________________________________________________________
___________________________________________________________________
e. Has your child had any previous special education services?
___________________________________________________________________
___________________________________________________________________

f. Describe some of your child’s strengths and weaknesses that would help school staff impact his/her learning.
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

V. School and Learning

Please check rate your child on the learning characteristics below:

<table>
<thead>
<tr>
<th>My Child.....</th>
<th>Very Much Like</th>
<th>Somewhat Like</th>
<th>Not Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Child</td>
<td>My Child</td>
<td>My Child</td>
<td>My Child</td>
</tr>
</tbody>
</table>

- Thinks that school is important
- Needs help with homework
- Has difficulty completing tasks
- Follows 2-3 step directions
- Remembers information
- Organizes materials
- Reads aloud in native language
- Understand what he/she sees
- Understands what he/she hears in native language
- Recall events
- Understand what he/she reads in native language
- Carries on a conversation in native language
- Cares about doing well in school
- Writes well in native language
- Knows basic math facts
- Has artistic abilities
- Likes to assemble/repair things

a. Has your child attended school outside of the U.S. __No __Yes
b. Number of years in school? ________
c. What was the highest grade that your child completed? ________
d. Last date of attendance? __________
e. Number of schools attended? ______
f. What was the language of instruction? __________
g. Do you read to your child in his/her native language? ______
h. Is your child exposed to print in his/her native language? ______
i. Was your child enrolled in special education? ______

VI. Background Information/Communication:
a. What language did your child speak when he/she first began to talk? __________
b. When did your child first begin to talk? ______________________________
c. When did your child begin to learn English? __________________________
d. Which language do you use when speaking with your child? ______________
e. Which language does your child use when speaking to you? ______________
f. When speaking to siblings? _________________________________________
g. When speaking to peers? ___________________________________________
h. Which is your child's best language? _________________________________
i. Do you or anyone else in your family have difficulty understanding your child's speech? _________________________________
j. Does your child seem to understand your questions? ____________________
                                            ________________________________

k. Do you feel your child understands directions well?
                                            ________________________________
                                            ________________________________

l. Compared to other children/siblings how would you describe your child’s speech and language skills?
                                            ________________________________
VII. **Social Emotional/Adaptive**  
(Sometimes learning can be impacted by changes in a child's life, please check if any apply to your child):

<table>
<thead>
<tr>
<th></th>
<th>Change of school</th>
<th>Attendance Problems</th>
<th>School Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative peer influence</td>
<td>Repeating a Grade</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Drug/Alcohol abuse</td>
<td>Safety Issues at School</td>
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<td></td>
</tr>
</tbody>
</table>

a. Have you observed differences in your child's behavior development compared to his siblings/peers?

___________________________________________________________________
___________________________________________________________________

b. Does your child have any behaviors that concern you?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________


c. Does your child have any unusual behaviors that concern you (e.g., hand flapping, his/her own language, sensory interests, and/or passive or physically aggressive behaviors when excited or frustrated)?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________


d. Have you ever noticed differences on how your child responds to touch, lights, sounds, etc.? 

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
e. How is your child’s gross motor/balance?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

f. How is your child’s fine motor skills (cutting, writing, buttoning, etc.)?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

g. Does your child get along well with other children in the neighborhood?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

h. What are your child’s favorite after school activities?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

i. What thoughts has your child expressed to you about school?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Helpful Resources on Trauma and Building Trauma Informed Schools

1. Prevent Child Abuse Minnesota:  [www.pcamn.org](http://www.pcamn.org)

2. The mission of the National Child Traumatic Stress Network is to raise the standard of care and increase access to services for traumatized children, their families and communities throughout the United States. This website includes a PDF entitled “Child Trauma Toolkit for Educators”. [http://www.nctsn.org/](http://www.nctsn.org/)

3. The Trauma & Learning Policy Initiative is full of valuable resources on building Trauma Sensitive Schools:  [http://traumasensitiveschools.org/](http://traumasensitiveschools.org/)


Exposure to trauma and toxic stress impacts a young person’s learning, behavior, brain development and ability to develop relationships with others. School social workers play a critical role in a school’s ability to respond to the signs and symptoms of trauma constructive ways. Utilizing a trauma informed framework, allows SSWs to coach school staff to re-frame thinking that negative behaviors are based solely on student choice to viewing students as wanting to do well, but lacking the skills to get needs met or having developed misunderstood patterns of behaviors in response to challenges in their life. A trauma informed response to behaviors include re-teaching expectations, recognizing that behavior is communication and providing students with unconditional regard for them as a person, even when their behavior is difficult. Social work methods, such as self determination, strengths perspective, rapport building are methods the SSWs utilize to mitigate the effects of toxic stress.
Mental health screening is a brief, culturally sensitive process designed to identify children and adolescents who may be at risk of having impaired mental health functioning warranting immediate attention, intervention or referral for diagnostic assessment. The primary purpose for screening is to identify, using a valid, reliable screening instruments, the need for further assessment.
<table>
<thead>
<tr>
<th>Mental Health Screening Tool</th>
<th>Publisher</th>
<th>Qualifications of Screener</th>
<th>Other Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages and Stages Questionnaires: Social-Emotional (ASQ: SE) 4-60 months of age</td>
<td>Paul Brookes Publishing Co. P.O. Box 10624 Baltimore, MD 21285-0624 Phone: 1-800-638-3775 Fax: 410-337-8539 <a href="http://www.brookespublishing.com">www.brookespublishing.com</a></td>
<td>An administration manual provides information on using the system and scoring the questionnaires; guidance is offered on how one might integrate use into their given program.</td>
<td>Estimated administration time is 10-30 minutes. Available in Spanish.</td>
</tr>
<tr>
<td>Checkmate Plus</td>
<td>CHECKMATE PLUS PO Box 696 Stoneybrook, NY 11790-0696 Phone: 800.779.4292 Fax: 631-360-3432 or 914-777-5710 <a href="http://www.checkmateplus.com">www.checkmateplus.com</a></td>
<td>Professionals in education, school psychologists, special education personnel.</td>
<td>Paper and computer product as well as on-line assessments. All symptom inventories have been translated into Spanish.</td>
</tr>
<tr>
<td>Massachusetts Youth Screening Instrument (MAYSI-2)</td>
<td>Professional Resource Press</td>
<td>In-service training with instrument, no clinical experience.</td>
<td><a href="http://www.nysap.us/MAYSI2.html">www.nysap.us/MAYSI2.html</a> includes useful overview information.</td>
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<tr>
<td>The MAYSI-2 is designed to assist juvenile justice facilities in identifying youths 12 to 17 years of age who may have special mental health needs and substance abuse needs. It is intended for use at any point in the juvenile justice system.</td>
<td>P.O. Box 3197 Sarasota, FL 34230-3197 Web-site: <a href="http://www.prpress.com">www.prpress.com</a> Phone: (800) 443-3364 Fax: (941) 343-9201or (866) 804-4843 Email: <a href="mailto:cs.prpress@gmail.com">cs.prpress@gmail.com</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pediatric Symptom Checklist The PSC is a brief screening questionnaire that is used to improve the recognition and treatment or psychosocial problems in children</td>
<td>Michael Jellinek, M.D. Michael Murphy, Ed.D Child Psychiatry Service Yawkey 6A Massachusetts General Hospital Boston, MA 02114 Email: <a href="mailto:mmurphy6@partners.org">mmurphy6@partners.org</a> Telephone: (617) 724-3163 Fax: (617) 726-9219 <a href="http://www.massgeneral.org/psychiatry/services/psc_home.aspx">www.massgeneral.org/psychiatry/services/psc_home.aspx</a></td>
<td>There are no special qualifications for scoring.</td>
<td>There are English, Japanese, and Spanish versions of the PSC available.</td>
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<tr>
<td>Strengths and Difficulties Questionnaire The SDQ is a brief behavior screening tool for assessing problems with emotional issues, conduct issues, hyperactivity/attention issues, peer relationship issues and prosocial behaviors. There are two versions for follow-up after intervention to gage changes in functioning.</td>
<td>Robert Goodman, <a href="http://www.sdqinfo.com">http://www.sdqinfo.com</a></td>
<td>Scales are available in 81 languages including English, Spanish, Hmong &amp; Somali.</td>
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</tbody>
</table>
**Disclaimers**

This information is advisory only. The Minnesota Department of Education (MDE) provides this information upon request as a public service. Inclusion on this list does not necessarily mean that MDE supports or endorses the use of the screening instrument.

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**Temperament and Atypical Behavior Scale (TABS)**
Rapid screening tool to identify children in need of more thorough assessment for developmental issues such as temperament and self regulation.

Infants and young children 11-71 months

**Paul H. Brookes Publishing**
P.O. Box 10624
Baltimore, MD 21285-0624

[www.brookespublishing.com](http://www.brookespublishing.com)

**Screener administered by early childhood providers.**
### Selected List of Assessment and Screening Tools

**Normed/Criterion References**  
Behavior Rating Scale (Matrix)

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Purpose and Format</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Behavior Checklist</td>
<td>Screens for internalizing and externalizing emotional and behavioral problems</td>
<td>Achenbach (1979)</td>
</tr>
<tr>
<td>Semi-structured Clinical Interview for Children and Adolescents</td>
<td>Open-ended questions and tasks in eight area; includes observation form</td>
<td>McConaughy and Achenbach (1994)</td>
</tr>
<tr>
<td>Social Skills Improvement System</td>
<td>Assesses social skills, problem behavior, and academic competence from the teacher, parent, and student perspective</td>
<td>Gresham and Elliot (1990)</td>
</tr>
<tr>
<td>Conner’s Rating Scales, 3rd Edition</td>
<td>Screening instrument with forms for teachers and parents to rate problem behaviors related to attention deficit and hyperactivity</td>
<td>Conners (1997)</td>
</tr>
<tr>
<td>Coopersmith Self-Esteem Inventory</td>
<td>Student self-report checklist to assess how child/youth feels about self</td>
<td>Coopersmith (1981)</td>
</tr>
<tr>
<td>Borba Self-Esteem Tally</td>
<td>Teacher rating scale to identify student needs for security, selfhood, affiliation, mission, and competence</td>
<td>Borba (1989)</td>
</tr>
<tr>
<td>Child’s Ecomap</td>
<td>Ecomap designed for use with children entering placement</td>
<td>Fahlberg (1991)</td>
</tr>
<tr>
<td>Child Sexual Behavior Inventory</td>
<td>Parent assessment of how frequently child engages in sexual behaviors</td>
<td>Faller (1993)</td>
</tr>
<tr>
<td>Instrument</td>
<td>Purpose and Format</td>
<td>Authors</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Recent Exposure to Violence</td>
<td>Questionnaire that asks children about violence experienced or witnessed</td>
<td>Singer et al. (1999); Flannery, Vazsonyi, Torquati, and Friedrich (1994)</td>
</tr>
<tr>
<td>Parental Monitoring Scale</td>
<td>Questionnaire to determine extent to which parent monitors child’s whereabouts</td>
<td>Singer et al. (1999); Flannery et al. (1994)</td>
</tr>
<tr>
<td>Culturalgram</td>
<td>Ecomap-like tool to gauge impact of different aspects of culture on the family (e.g. reasons for immigration and language spoken in home)</td>
<td>Hardy and Laszloffy (1995)</td>
</tr>
<tr>
<td>Ecomap</td>
<td>Visually depicts relationships between the family and the outside world</td>
<td>Hartman (1994)</td>
</tr>
<tr>
<td>Genogram</td>
<td>Diagram constructed by worker and family to depict family relationships extended over the past few generations</td>
<td>Hartman (1994)</td>
</tr>
<tr>
<td>Social Network Map</td>
<td>Gathers information about size and composition of personal social network, types of support available, and quality of network relationships</td>
<td>Tracy &amp; Whittaker (1990)</td>
</tr>
<tr>
<td>School Success Profile</td>
<td>Survey instruments to collect information from students about schools, neighborhoods, families, peers, and physical and psychological well-being</td>
<td>Bowen, Woolley, Richman, and Bowen (2001)</td>
</tr>
<tr>
<td>Sexualized Behaviors Screening</td>
<td>Preschool through grade 4 - chart of behavior that is normal, or concern or needs professional assessment</td>
<td>Cavanaugh-Johnson (1999)</td>
</tr>
<tr>
<td>Test Name</td>
<td>Description</td>
<td>Reference</td>
</tr>
<tr>
<td>---------------------------------------</td>
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<tr>
<td>Burns Depression Checklist</td>
<td>Screening tools</td>
<td>Burns (1999)</td>
</tr>
<tr>
<td>Revised Children’s Manifest Anxiety Scale</td>
<td>Measures anxiety</td>
<td>Reynolds and Richmond (1985)</td>
</tr>
<tr>
<td>Burns Anxiety Inventory</td>
<td>Screening tool</td>
<td>Burns (1999)</td>
</tr>
<tr>
<td>Student Self-Concept Scale</td>
<td>Measures self-concept</td>
<td>Gresham, Elliot, and Evans-Fernandez (1992)</td>
</tr>
</tbody>
</table>
Systematic Observation Procedures

A minimum of three 20-minute observations are needed.

1. **Choosing times to observe**

   We want to document “an inability to manage or complete classroom tasks within routine timelines.” Be selective and prearrange times with classroom teachers. Choose 20-minute blocks of time without transitions. Choose instruction times, i.e. times when listening/attention is required or independent work times. Choose a variety of settings, teachers, activities and subjects.

2. **Basic Method**

   We are using a “partial interval” observation method with six-second intervals.
   a. Situate yourself in the room so that you have a clear view of the target student.
   b. Identify comparison students: at least two or three same sex students whom you can also see well.
   c. Observe the target student. Record at the end of the interval. Next, observe a peer and then record. Observe target and record. Observe second peer, etc. Alternate between target and peers for 20 minutes. (You will then have 100 data points for each).

3. **Recording Codes**

   a. Basic codes are on “+” and off “o” task.

   The definitions of “on” and “off” task are very important. Define them for yourself in terms of observables and concretes. Avoid inference.

<table>
<thead>
<tr>
<th>On-Task</th>
<th>Off-Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate behavior for classroom</td>
<td>Doing something that is not allowed</td>
</tr>
<tr>
<td>Meets teacher expectations or behavior in the classroom</td>
<td>Out of seat when not permitted acceptable</td>
</tr>
<tr>
<td>Eyes on work</td>
<td>Talking out/blurting out</td>
</tr>
<tr>
<td>Writing or group responding at appropriate time</td>
<td>Doing something inappropriate</td>
</tr>
<tr>
<td>Eyes on teacher</td>
<td>Not following teacher directions</td>
</tr>
<tr>
<td>Eyes on student who is responding</td>
<td>Motor behavior, e.g. playing with something</td>
</tr>
<tr>
<td>Eyes on visuals used by teacher</td>
<td>Talking when not allowed</td>
</tr>
<tr>
<td>Doing as expected even if accompanied by body movements</td>
<td>Passive staring</td>
</tr>
<tr>
<td></td>
<td>On wrong page in book</td>
</tr>
<tr>
<td></td>
<td>Working on wrong assignment, page</td>
</tr>
</tbody>
</table>
b. More sophisticated codes allow more information about off-task behaviors:
e.g. “V”=verbal off-task “P”=passive off-task “M”=motor off-task
c. Most sophisticated – use additional codes
   Instead of “V” can use “SV”=social verbal
   Instead of “M” can use “OOS”=out of seat, “MG”=gross, “MF”=fine
   Instead of just “+” can use “+M” to indicate on-task but excess motor movement
      (kicking feet, chewing pencil, playing with hair)
   “EC”=made eye contact with observer

Your comments are very important. Record on the observation sheet as soon as possible after the observation. Include date, time of day, situation/activities, demand/expectations on the student, observations not able to be coded and anything else significant such as physical location of the student in the room.

4. Calculation and Reporting Time On-Task and Discrepancies

a. Calculation percentage of time on-task

   \[
   \frac{\text{# of intervals on-task}}{\text{# of intervals observed}} \times 100 = \text{percentage of time on task}
   \]

   Example: 63 intervals on-task X 100 = 63% on-task
   100 intervals observed

   We generally calculate and report the type of behavior we want to increase (i.e. on-task behavior). The results of this calculation should be reported as “target child was observed to be on-task during x% of the observed six-second intervals”, not as “target child was on-task x% of the time”.

b. Calculating discrepancies

   \[
   \frac{\text{% on-task peers}}{\text{% on-task target}} = \text{discrepancy}
   \]

   Note: Use this formula only when peers are more on-task that target

   Example: Peers were on-task 90% = 1.5
   Target was on-task 60%
   “Target student was 1.5 times more off-task than his/her peers”.

   We are recommending the use of a 1.5 or larger discrepancy as significant. This level is equal to the target being off-task about two thirds as often as peers. A discrepancy of 2.0 means target was on-task only half as often as peers. A discrepancy of 1.0 means no discrepancy – they were on-task the same proportion of time.
Duration Recording

Duration recording requires the observer to measure the total amount of time that the child engages in the target behavior. The observer records the time at which the target behavior episode begins and the time at which it ends. For both event and duration recordings, the target behavior must be defined so that the behavior that marks the start of an episode is clearly specified as are the conditions that are considered to mark the end of the episode.

In the example of Sam and his temper tantrums, the teacher could record the length of time each of the five tantrums endured (e.g. 2’20”, 5’45”, 3’15”, 8’05” and 1’50”). While this data could be averaged to tell us that Sam’s tantrums last an average of 4 minutes, 30 seconds, the proper interpretation for behavioral rate data is to find the total amount of time that Sam was tantruming (21’15”) and divide that by the total time spent observing (3 hours or 180 minutes) to find that Sam spent almost 12% of his preschool class engaged in temper tantrums. If part of Sam’s IEP called for decreasing his tantrum behavior, then both event and duration recording data would be useful as a pre- and post-intervention data.
Duration Recording Form

Child’s Name ___________________________ Date ___________ Grade _____
Teacher ___________________________ # of Students in Class ______ # of Males ______
# of Females ______ Observer ___________________________ Title __________________

Setting __________________________________________

Target Behavior:

<table>
<thead>
<tr>
<th>EPISODE</th>
<th>STARTING TIME</th>
<th>STOPPING TIME</th>
<th>TOTAL LENGTH OF EPISODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>10</td>
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<tr>
<td>Total</td>
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</tbody>
</table>
Duration Recording Form

Student Name: __________________ Grade: ___ Age: ___ School: ___________________________

Teacher: __________________ Observer: __________________ Date: __________________

Behavior: __________________

<table>
<thead>
<tr>
<th>EPISODE</th>
<th>DATE</th>
<th>STARTING TIME</th>
<th>STOPPING TIME</th>
<th>TOTAL LENGTH OF EPISODE</th>
<th>ACTIVITY/CONTEXT</th>
</tr>
</thead>
<tbody>
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</table>

Directions:

✦ Fill in identifying information and indicate the behavior to be observed.
✦ Record the time the behavior starts and the time the behavior ends for each episode.
✦ Subtract the starting time from the stopping time for the total length of episode.
Event Recording

In event recording, the number of times that a target behavior occurs is recorded in contrast to time sampling and interval recording. Event recording is appropriate as the method of observation for behaviors that occur either very seldom or very often. An example of an appropriate behavior to be recorded might be temper tantrums.

Event recording requires the observer to note exactly when a behavior starts and stops so that each “event” can be recorded as a single incidence of the behavior. This data is transformed to rate data at the end of the observation period by dividing the number of times the behavior occurred by the total number of minutes (or hours) in the observation period. The resulting number reflects the rate at which the target behavior occurred per minute (or hour).

In the case of temper tantrum data, for example, the teacher might note that Sam has five temper tantrums in the course of a three-hour preschool class. Dividing the five tantrums by the three hours in the observation period indicates that Sam had 1.67 tantrums per hour. Another way to report the data would be to say that Sam had a tantrum approximately once every 36 minutes (180 minutes divided by five tantrums). However, caution should be exercised in reporting this data since the rate data can suggest a regularity in behavior that may not exist (e.g. if the child has five tantrums within the first hour of class, the rate would still be 1.67 tantrums per hour).
Event Recording Form

Child’s Name ______________________________ Date _______ Grade _____

Teacher _______________________________ # of Students in Class _____ # of Males _____
# of Females _____ Observer ______________________________ Title ________________

Setting ________________________________ Time ________________

Target Behavior: (Defined so that it is clear when a behavior episode begins and ends).

How many times did the behavior occur (count each entire episode as one time)?

Divide the number of episodes by the total time observed (minutes if the behavior occurs very often; hours if the behavior occurs rarely).

The target behavior occurred at the rate of _____ episodes per _______ (time/unit).

Target Behavior: (Defined so that it is clear when a behavior episode begins and ends).
How many times did the behavior occur (count each entire episode as one time)?

Divide the number of episodes by the total time observed (minutes if the behavior occurs very often; hours if the behavior occurs rarely). The target behavior occurred at the rate of
___________ episodes per ________________ (time/unit).
Interval Frequency Count Form

Student Name: ________________________ Grade: ____ Age: _______ School: ________________

Teacher: ________________________ Observer: __________________ Date: ________________

<table>
<thead>
<tr>
<th>INTERVAL</th>
<th>BEHAVIOR 1</th>
<th>BEHAVIOR 2</th>
<th>BEHAVIOR 3</th>
<th>ACTIVITY/CONTEXT</th>
</tr>
</thead>
<tbody>
<tr>
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TOTALS: __________ _______ __________

Behavior 1: ________________________________________________________________

Behavior 2: ________________________________________________________________

Behavior 3: ________________________________________________________________
Latency Recording

It is often useful to know how much time elapses between a specified event (such as a parent request that a child come to dinner) and the defined behavioral response to that event (the child’s arrival at the dinner table). The measure of time that elapses between these two events results in a latency recording. Recording begins at the end of the first event and continues until the onset of the second event. Latency recording is most useful with problems of compliance. The times recorded are averaged over the number of times the event pairings were observed.

A mother might record the coming-to-dinner behavior of her child every night for a week in order to establish a baseline. At the end of the week, she would add the recorded latencies and divide by seven. She would then know, on average, how long it took her child to respond to her request to come to dinner. Such data might provide the basis for an intervention plan to shorten the average latency, thereby improving the child’s compliance behavior.
Latency Recording

Child's Name _______________________________ Date _________ Grade _____

Teacher __________________________ # of Students in Class _____ # of Males _____

# of Females _____ Observer _______________________________ Title ____________

Setting _________________________________ Time ______________

Target Behavior:

What stimulus will mark the beginning of the observation period?

What behavior on the part of the child will indicate the end of the observation latency, that is, what suggests that compliance has begun?
# Latency Recording

Name___________________________________________  Date_____________

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**Coding Key:**

E = Actively Engaged  A = Attending  N = Not Engaged  I = Inappropriate Behavior
CLASSROOM OBSERVATION FORM

Student's Name: ___________________________ Grade: ________ Date: _______________________

Classroom Teacher: _________________________ Specific Place Of Observation: _________________________

Observer: ________________________________ Start: ________________________

Position: __________________________________Finish: ________________________

Interval Length: ___________________________

KEY:  
  t = on task  o = off task
  v = off task verbally  m = off task motorically  p = off task passively
  s = subject  c = control student

| S | C |

Comments
### Partial Interval Recording Form

Child’s Name ____________________________ Date _______ Grade _____
Teacher ____________________________ # of Students in Class _____ # of Males _____
# of Females _____ Observer ____________________________ Title _____________
Setting ________________________________ Time _______________

Codes: On-task +
Off-task: “V” = Verbal “M” = Motor “OOS” = Out of seat
“S” = Social “P” = Passive “O” = Other or not determined

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Target: \# of intervalson-task = _______ = _____%  Peer: \# of intervalson-task = _______ = _____%
% on-task peer = _________________ DISCREPANCY: _________________
Total # of intervals = _______ = % on-task target = _________________

COMMENTS: ___________________________________________________________
<table>
<thead>
<tr>
<th>Scale/Program &amp; Author</th>
<th>Publisher/website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Behavior Checklist (Thomas Achenbach)</td>
<td>Achenbach Systems of Empirically Based Assessments (ASEBA) <a href="http://aseba.org/">http://aseba.org/</a></td>
<td>Ages 4 to 16 A system of rating scales to for emotional and behavioral problems</td>
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<tr>
<td>Conners’ Rating Scale, 3rd Edition (C. Keith Conners)</td>
<td>Pearson Clinical Assessment <a href="http://www.pearsonclinical.com">www.pearsonclinical.com</a></td>
<td>Administered to parents &amp; teachers of children &amp; adolescents age 6-18; self-report ages 8-18. The 3rd edition has a greater focus on ADHD &amp; associated features and now also addresses comorbid diagnoses such as oppositional defiant disorder and conduct disorder.</td>
</tr>
<tr>
<td>Coopersmith Self-Esteem Inventory (Stanley Coopersmith)</td>
<td><a href="http://www.mindgarden.com">www.mindgarden.com</a></td>
<td>CSEI-SC: Ages 8-15 CSEI-AD: Ages 16 &amp; older Measures attitudes toward self in multiple contexts. Also available in five languages, including Spanish.</td>
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<tr>
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<td>Publisher</td>
<td>Age Range</td>
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<tr>
<td>Revised Children’s Manifest Anxiety Scale, 2(^{nd}) Edition (Cecil Reynolds &amp; Bent Richmond)</td>
<td>Western Psychological Services</td>
<td>6 to 19 years of age.</td>
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<tr>
<td>Social Skills Improvement System (Frank Gresham &amp; Stephen Elliott)</td>
<td>Pearson Clinical Assessment</td>
<td>Ages: 3-18; the multi-rater SIS rating scales help measure social skills, competing problem behaviors, and academic competence.</td>
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<td>Vineland Adaptive Behavior Scales, 2(^{nd}) Edition (Sara S. Sparrow, David Balla &amp; Domenic Cicchetti)</td>
<td>Pearson Clinical Assessment</td>
<td>Birth to 90 years of age.</td>
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Understanding the Key Warning Signs of Mental Health Problems in Children and Adolescents Training Guidelines

Purpose for Training
School Social Workers are uniquely trained to provide Early Warning Signs of Mental Health Problems to school staff to meet licensure requirements for MDE.

View Minnesota Statutes Section 122A.09, 122A.18 amended by Special Session, Chapter 9, Article 2, Section 7 (http://www.revisor.mn.gov/statutes/?id=122A.09).

- To meet requirement for licensure renewal
- To become better informed about issue

CEU Requirement: The statute does not state the number of CEU’s needed to meet the requirement. This is a decision by local re-licensure committees.

Background Information

Overview of Content of Training
What is the continuum of mental health and mental illnesses for children and adolescents? What is the education professional’s role and responsibility for early identification?
Causes and etiology of mental health disorders
Normal development as a context for understanding
Key warning signs and symptoms (not exclusive but training should cover these specifically)
  - Depressed mood
  - Excessive fears and anxieties, irritability etc
  - Changes in behavior and performance (frequency, duration and intensity)
  - Impaired concentration and thinking
  - Suicidal gestures

Educational implications
Potential connection to substance use
Knowledge of next steps-knows options and provides examples of the processes and procedures at local level
Coordination of mental health services at local level
Partnering with parents/guardians-understanding the home/school connection
How do cultural variables fit into mental illness symptoms?
Confidentiality and privacy concerns

Learner Objectives
The participant will: Define the concepts of mental health and mental illness Be able to identify the key warning and adolescents. Parents from nonprofit organizations that have been trained and are knowledgeable about mental illness and treatment options.
Please see www.msswa.org for a PPT of Early Warning Signs training.