

# School Social Work Information Bulletin



NATIONAL ASSOCIATION OF SOCIAL WORKERS  
7981 EASTERN AVENUE  
SILVER SPRING, MARYLAND 20910



WINTER, 1988/89

## Homeless Children: What Can School Social Workers Do?

Throughout the Reagan years the problem of homelessness in the United States increased. Yet it is only relatively recently that public consciousness has begun to focus on the dimensions of the problem and the shame it casts on our nation. This has occurred partly because of the realization that children as well as adults are affected. The homeless population is diverse, consisting of more than the stereotypical image of a skid-row alcoholic. The homeless include deinstitutionalized mentally ill persons, residents forced out of single room occupancy hotels, the unemployed, youth who are thrown out of their homes, and families defeated by the lack of affordable housing for low-income people. Families with children represent the fastest-growing category

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among the homeless, already over one-third and rising towards forty percent of the estimated three million Americans who lack permanent homes.

Recent surveys have determined that between 500,000 and 700,000 American children live in temporary shelters, welfare hotels, cars, abandoned buildings or on the street. The detrimental effects on their health, both physical and mental, are serious. Some children are victims of domestic violence and malnutrition, and often do not have access to adequate medical care. Many have developmental delays, learning difficulties and high levels of anxiety and depression. According to Broken Lives: Denial of Education to Homeless Children, a report of the New York-based Coalition for the Homeless, forty-three percent of homeless school-age children do not attend school.

Many school systems have denied them admission on the grounds that they lack a permanent address. Those who do attend find their attention impaired. Many are taunted by their peers for hygiene problems, poor clothing, or simply for their homeless status. Because parents are struggling to cope with basic needs, many children repeatedly miss class or drop out altogether.

In July 1987 Congress at last recognized the needs of homeless people by passing the Stewart B. McKinney Homeless Assistance Act (PL 100-77). Among other provisions, this Act enables state departments of education to apply for federal funds to develop programs for the education of homeless children. It also requires states to establish an office of co-ordinator for the program. However, a recent report released February 15 by the new office for the education of homeless children at the U.S. Department of Education established in terms of the McKinney Act confirms that the majority of homeless children do not attend school and lack access to the educational services which are their right. President Bush appears to be aware of the problem of homelessness and has provided in his FY 1990 budget for full funding of the Act, allocating \$676 million for an array of programs.

School social workers have a vital role to play in easing the suffering of homeless children. At the NASW Annual Conference in Philadelphia in November 1988, Kathleez Moroz of the University of Illinois at Urbana Champaign and Elizabeth Segal, now a Congressional Science Fellow in the office of Senator Barbara Mikulski, presented a paper on intervention strategies for school social workers with homeless children. Soon to be published in NASW's journal Social Work in Education, this article outlines what school social workers can do in this regard. The authors propose a model in which schools become "an integral part of the community service network designed to help families gain the services they need to support the continued education of their children." School social work activities include advocating for adequate state initiatives, mobilizing school and community support, helping schools develop early identification systems for homeless children, reaching out to families to ensure they are

connected with a variety of social service agencies, etc. Direct services to children include provision of needed supplies, after-school programs, group work, etc. School social workers could also devise strategies to reduce the isolation of homeless children and the hostile, prejudiced behavior of their peers towards them.

NASW has selected homelessness as the theme for Social Work Month in March and for its year-long public service campaign. NASW's Office of Public Information is seeking as much exposure as possible for its initiative. Posters and brochures are available utilizing the slogan "There's No Place Like Home." School social workers are encouraged to display these prominently in school offices and libraries, and to offer them to local public libraries. Teachers may also want to use these materials to spark discussions about the homeless with their students.

Posters are \$4.50 each; brochures are \$20.00 per hundred. Please contact the Office of Public Information regarding bulk orders and materials from previous public services campaigns such as "Children in Poverty." Call 1-800-638-8799, extension 363.

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#### EDUCATION LEGISLATION IN THE 101ST CONGRESS

Responding at last to the demographic realities of the time reflected in the numbers of working women, the new Congress is occupied with numerous bills relating to the needs of young children. President Bush is also concerned about the issue, describing child care as "one of the most important issues facing the nation" and reiterating his promise to be "the education president."

At a meeting in Washington in January, the Council of Chief State School Officers convened representatives from numerous education-related organizations to discuss several of these initiatives:

- \* The Smart Start legislation (S123) introduced by Senator Edward Kennedy (D-MASS), Chair of the Senate Labor and Human Resources Committee, is intended to supplement existing programs for child development and care and to create a new funding system. It would increase the availability of early childhood development programs for three- and four-year olds in the pre-Kindergarten year. Programs would run all day and full year. They would concentrate on low income children but would also accept other children on a sliding scale of fees.
- \* The Act for Better Child Care (ABC) would expand the availability of licensed child care and development programs for infants and older children. ABC would allow states to contract with private providers for the care of low- and moderate-income children. It would provide for "certificates" for parents to use in paying for child care.

- \* Head Start is to be considered for reauthorization in 1989 and the Bush administration is proposing to increase its funding by 20%. It currently reaches less than 20% of the 2.5 million low-income 3 to 5 year olds who are eligible according to the House Select Committee on Children, Youth and Families.
- \* Representative Augustus Hawkins (D-CA), Chair of the House Education and Labor Committee, has introduced the Child Development and Education Act of 1989 (HR 3). This bill calls for the appropriation of \$2.5 billion for 1990 to be allocated among three programs:
  1. Expanding Head Start to full day and full year and extending eligibility to families just above the poverty level on a sliding fee scale.
  2. School-based child care and development for four-year-olds from low-income families and extended day care for other children from such families.
  3. Infant and Toddler Child Care: 75% of these funds would be used by states to contract for center-based child care and individual family day care providers for children under three from low-income families. 5% would be used to encourage private sector child care initiatives.
- \* Conservatives are favoring a variety of tax proposals providing tax credits to families for the care of young children.

The Education of the Handicapped Act will be reauthorized during the 101st Congress. Parts B and H (PL 94-142 and PL 99-457) are excluded; the focus is on the discretionary programs of Parts C through G. NASW both on its own behalf and as a leader of NAPS0 (the National Alliance of Pupil Services Organizations) is currently very active in providing information to Congress which could assist in the redrafting of the Act. NAPS0, as well as other coalitions such as the Consortium for Citizens with Disabilities and the Mental Health Special Education Coalition (representing the needs of emotionally-disturbed students), is focusing on the importance of increasing the emphasis on related services in the Act as a whole.

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**PROPOSED REGULATIONS ISSUED FOR HAWKINS-STAFFORD ELEMENTARY AND SECONDARY SCHOOL IMPROVEMENT AMENDMENTS (PL 100-297)**

In October 1988 the Department of Education issued three sets of proposed regulations to implement sections of PL 100-297: Chapter I: Even Start; and FIRST (the Fund for the Improvement and Reform of Schools and Teaching). In December, NASW submitted detailed comments on all three Notices of Proposed Rulemaking (NPRMs). Many of the comments related to the role of school social workers in carrying out the provisions of the law. The final rules have

not yet been issued. Details of those programs will be provided in the NASW Handbook on Hawkins-Stafford to be published in the Summer of 1989. NASW has contracted with Nancy Kober, a former staff person to Representative Hawkins' Subcommittee on Elementary, Secondary and Vocational Education, to write the handbook. A workshop on the funding opportunities for social workers in the Act will be presented at this year's NASW Annual Conference to be held in San Francisco, October 11-14, 1989.

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#### NASW'S ANNUAL CONFERENCE, PHILADELPHIA, NOVEMBER 1988

The NASW School Social Work Specialty Conference went off with splendid results. Held from November 9-12 at the Philadelphia Civic Center, the Conference attracted over 600 professionals either directly involved with or interested in the field. This was one of four specialty conferences held under the aegis of the NASW Annual Conference, Social Work '88, the others covering Clinical Social Work, Public Social Services and Management.

The Conference featured a great many informational events of interest to school social workers. Attendees could choose from fifty juried presentations on a number of topics, ranging from sex education to crisis management, presented by school social work leaders from all over the U.S., twenty Master Classes, geared for different levels of expertise, and twenty invitational sessions were also offered.

The Conference was highlighted by two specialty plenary sessions. The first featured U.S. Senator Thomas Harkin of Iowa as keynote speaker. Senator Harkin's speech, treated the potential of PL 100-297, the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, as an aid to school social workers, and speculated on the roles educational concerns may play in the Bush administration. The Senator caused much excitement when he announced his intention of working with Education Commissioner Jim Clark and other school social work leaders in Iowa during a series of Work Days.

The second plenary session was addressed by Thomas Gilhool, Secretary of Education for the state of Pennsylvania. Gilhool's speech focused on the need for reducing the boundaries between special and regular education. The session, which was chaired by former education commissioner Frances Caple of the University of South California, also included short addresses by John Wilson of the National Education Association, Fred Weintraub of the Council for Exceptional Children, and Planning Committee Chair, Freda Easton.

The Conference offered social as well as informational events to its attendees. These included a "School Social Work Lounge", located in the Conference's display area, where attendees could meet, relax or display materials, and a school social work luncheon which was very well attended. In addition, a

Philadelphia Block Party and a reception at the Franklin Institute were held, giving all NASW Conference participants the chance to mingle and experience the city.

All events and sessions were attended by a large and enthusiastic crowd. Many individuals have written the National office and pronounced the Conference an unqualified success. Plans are currently in the works for a one-day school social work institute at the 1989 Social Work Conference in San Francisco.

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### NASW EDUCATION COMMISSION REPORT

-by Toy Watson, Chair-

The 1988-89 Commission on Education met for the first time in December and faced a full agenda. New commissioners, Simon Dominguez (CA) and Virginia Laurence (NV) were welcomed, as were continuing members, Jim Clark (IA), Ronne Bassman (NJ) and Katie Hart (GA).

As usual, the commission worked diligently and focused on a number of issues concerning social work in education. Some of the major activities discussed included:

- \* The promotion of commissions at state level. A survey is currently under way to determine the extent of school social work organizations within states and chapters. This information will be used in promoting school social work activities.
- \* The establishment of a national credential for school social workers is a major activity of the NASW Competency Certification Board and this Commission. The development of a school social work examination as a part of the National Teachers' Examination is being pursued. It is becoming increasingly apparent that state departments of education are demanding some realistic standards of credentialing for practitioners in schools. Several states have already done this and others have requested assistance from NASW. We must take a leadership role here. It is a matter of "do or be done to."
- \* The commission is working closely with representatives of the American Association for Counseling and Development (AACD) and the National Association of School Psychologists (NASP) to develop a joint statement on the need for teamwork in pupil services. This statement should be available soon and will be disseminated to the various state departments of education as well as the U.S. Office of Education. It should be very useful in future lobbying efforts for federal and state legislation.
- \* The Hawkins-Stafford ESEA Amendments (PL 100-297) is a major

piece of legislation that holds great potential for pupil services including school social work. The commission is working towards the publication of a handbook to provide a review of this legislation and to provide guidelines for school social workers in ways to take advantage of the opportunities set forth in this law.

- \* The Family Support Act of 1988 (PL 100-485) contains provisions for "Learnfare" that have major implications for education, particularly school social workers, as public assistance recipients are required to be involved in education or training programs. The commission is considering the development of a position paper regarding this law.

Other matters that the commission considered include planning for participation in NASW's 1989 Annual Conference in San Francisco, reviewing the communications network between the commission and the various states, and communicating with the state superintendents of instruction regarding school social work services in the various states. Additionally, there were various communications with other professional organizations regarding matters of common concern.

As we adjourned with the realization that we had really only been working over a period of two days and that so much had been accomplished, our resident wag (who shall remain nameless) commented "Time really does fly when you are having fun!"

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**IMPLEMENTING PL 99-457: EARLY INTERVENTION PROGRAMS FOR HANDICAPPED INFANTS AND TODDLERS**

Public Law 99-457 passed by Congress in 1986 added a new Part H to the Education of the Handicapped Act which provided for a range of multidisciplinary services to handicapped infants and toddlers and their parents. In the last two years, all fifty states have received significant funds to plan comprehensive delivery systems for this population. States have the freedom to choose a lead agency for the program: nineteen have chosen their department of education; eighteen have chosen their department of human resources (or similar title) ; eleven have chosen health, and three mental health, developmental services, etc. In each state the governor must appoint a fifteen-member interagency coordinating council with meetings open to the public. The public must also have the opportunity to comment on the State's annual applications for funding.

Two interesting projects associated with implementing PL 99-457 have come to our attention:

- \* The Mental Health Law Project is a national public interest organization which has an Early Intervention Advocacy network directed towards ensuring that low-income families know about the program and can benefit from it. They are requesting

school social workers to become active as advocates for poor and minority handicapped children with the state departments involved in early intervention programs. For more information contact Margaret Lorber, Mental Health Law Project, 2021 L Street, NW, Suite 800, Washington DC 20036-4909, Tel 202/467-5730, Fax: 202/223-0409.

- \* The University of Washington at Seattle with funding from the US Department of Education is conducting an innovative training project to address the preservice preparation of graduate students from five disciplines who will become active in services to handicapped and at-risk children from birth to five years of age. Focusing on hearing impaired children and their families, the three-year project involves a graduate student and a faculty member from the school of social work as well as four other disciplines: special education/deaf education, educational psychology, speech-language pathology and audiology. Work is aimed at increasing effectiveness as interdisciplinary team members in meeting the needs of young handicapped children and their families. The faculty members of the project are interested in hearing from other schools including the disciplines named above which are interested in replicating the Washington training model. For further information contact Peggy West MSW, Ph.D, Director, Social Work, Child Development and Mental Retardation Center, Experimental Education Unit, WJ-10, University of Washington, Seattle, WA 98195. Tel. 206/543-4011.

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#### RESEARCH ROUNDUP

- \* Conducting Research: A Handbook for School Social Workers was published recently by the Department of Education in Iowa. Edited by James G. McCullagh of the Department of Social Work, University of Northern Iowa, and Paula Allen-Meares of the School of Social Work, University of Illinois at Urbana-Champaign, the book originated from a concern with developing an empirical base specific to school social work which could provide evidence of effectiveness. In the words of the editors, "this book provides social workers employed in educational setting with knowledge about various aspects of research and the value of integrating research into their daily practice to achieve a high level of performance while demonstrating accountability." The book contains chapters specifically commissioned from practitioners, academicians, librarians and others, and, in addition, selected articles reprinted from social work journals.

Topics include guidelines for school-based research, methods of social work research, resources for research, and details of writing articles for publication. Supplies of the handbook are limited. For further information contact Jim Clark, Iowa Department of Education, Des Moines, IA 50319-0146.



\* Funded by the U.S. Bureau of Maternal and Child Health, Norma Radin of the University of Michigan School of Social Work is conducting a study of teenage mothers with babies under two who are living in their parents' home with one or both parents. No other adult males are in the home. The goal is to explore the influence of the teen's father on her baby. In keeping with the findings of beneficial effects of paternal involvement on young children, it is hypothesized that the grandfather of the baby will function as a surrogate father and the greater the amount of the grandfather's participation in childrearing, and the more nurturant his caretaking, the better the baby's cognitive and socioemotional functioning. Almost all of the 107 teens in the study are involved in school programs for pregnant and parenting students. It is anticipated that when the analysis of the data is completed, recommendations will be made to the school administrators and school social workers concerning interventions that can be developed focused on the grandfathers of the teens' babies. For more information about the study, write to Norma Radin, University of Michigan, School of Social Work, 1065 Frieze Building, Ann Arbor, MI 48109-1285.

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#### STATE NEWS BRIEFS

**ALASKA's** Lower Kuskokwim School District recently added three school social workers to its staff. The district, located in Bethel, Alaska, had previously employed only two social workers. The addition reflects the Lower Kuskokwim school board's growing concern over the many social problems faced by its students. The district serves 21 Yup'ik eskimo villages as well as schools in Bethel. Besides such problems as alcoholism and physical abuse within families, students must face the difficulties that arise from living in a culturally-mixed environment. One way in which the new school social workers hope to deal with these issues is through the development of a "Natural Helpers" program, which will train selected students in peer counseling skills.

NASW's **MAINE** chapter will soon include a school social work committee, according to Chapter President Kim Strom. The action came about as a result of a Conference, "Exemplary Practices in School Social Work in Maine," held on December 2, 1988, which included a number of "mini workshops" on the utilization of school social work services. NASW's **NEW HAMPSHIRE** chapter is also exploring the formation of a specialized unit of school social workers. Carol Herzig is taking the lead. NASW National Board member, Bernadette Pelczar who is in charge of the state's dropout prevention program, is also involved.

Last November, Elsa Wirshing-Guimbarda, NASW contact person for school social work in **TEXAS** and Supervisor for Social Work Services at the Texas School for the Blind, testified before the Texas Sunset Commission. This group is responsible for a review of state agencies every twelve years. Speaking on behalf of a

newly-formed Texas School Social Work Task Force, Ms. Wirsching-Guimbarda addressed the Commission on certification and credential guidelines for social work in special education from TexReg 5386 of the Texas Register and requested that the Texas Education Agency and NASW/Texas work together with state legislators to explore the potential contribution of school social work in Texas Public Schools. Ms. Wirsching-Guimbarda also urged the Commission to include school social workers on the personnel list provided by the Public Education Compensation Plan. Such inclusion would be of help in alerting Texas School districts to the availability of state funds for the hiring of school social workers.

Betty Welsh, formerly of Wayne State University School of Social Work, has informed us of a new document from the **MICHIGAN** Department of Education entitled Standards for Student Support Services Program. Written by a committee chaired by Betty for two years and then by a school psychologist, the booklet describes comprehensive school services to enhance instruction and personal and interpersonal development for all students, including at-risk students. It also contains professional guidelines for the team of school counselors, nurses, psychologists and social workers who collaborate in the "good practice" model outlined in the study. Contact: Claudette Nelson, Supervisor, Students Support Services, Department of Education, Box 30008, Lansing, MI 48909.

Peter Weidenaar, Executive Director of NASW's MICHIGAN chapter, is serving on an Ad Hoc Study Committee for Social and Emotional Needs of the Gifted, another project of the Michigan Department of Education. The goal of the Committee is to draft a plan to meet those needs. The Michigan Association of School Social Workers continues to be very active. Their legislative liaison, Jane Tate, engaged in numerous activities promoting the cause of school social work, including preparation of a policy statement on school social work presented to the State Board of Education. In June, Michigan mourned the passing of Mildred Ellis, 65, Director of the Department of School Social Work Services in the Detroit Public Schools, a prominent leader in our field.

The President of the **ILLINOIS** Association of School Social Workers, Vaughn Morrison (also State Consultant for the Illinois State Board of Education) reported in January that the numbers of school social workers in Illinois almost doubled in the last ten years to reach a total of over 1300. This represents a ratio of one school social worker for every 1280 public school students. Currently, Illinois school districts and cooperative agreements employ 33% more school social workers than school psychologists. School social workers lead the other pupil personnel services discipline with 8% being of minority origins. In Chicago 64% of school social workers are of minority descent. The average age of practitioners is 45 years; the average salary is \$30,525. Beginning workers earned an average of \$22,489 during 1987-89. The Illinois Education Association recently issued a document entitled BEST Standards. This recommends that each elementary

school of 500 students have one school social worker and that each junior and senior high have two per thousand students.

The 22nd Annual Midwest School Social Work Conference organized by the nine-state Midwest School Social Work Council will take place at the Hyatt Regency Hotel in Kansas City, **MISSOURI**, on September 21-23 1989. Organized this year by the Kansas Association of School Social Workers, this Conference is always of great interest and value to school social workers. The theme for 1989 is Focus on Children: Develop the Positive. Awards will be presented to social workers of distinction from each participating state. For more information, contact Thelma Johnson Simmons, Shawnee Mission School District, Roesland School, 4900 Parish Drive, Shawnee Mission, KA 66205, Tel. 913/262-8333; or Nancy Hermreck, Olathe School District, 1021 South Pitt Street, Olathe, KA, 66061, Tel. 913/782-6111. **DON'T MISS IT!**

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#### HAVE YOU SEEN THESE?

The Social History: Best Practices Guidelines for School Social Work Assessment in Florida is a 24-page document now available from the Florida Association of Visiting Teachers and School Social Workers. This publication will be most useful to new workers, veteran workers rethinking their current assessment/report writing practices, and supervisors responsible for quality control within their departments. Topics include legislative concerns, assessment components, social history report components, legal issues, and training/supervision issues. Cost of this document is \$3.50 plus postage and handling charges. Order forms can be obtained from FAVT/SSW, P.O. Box 956, Bradenton, FL 34206.

Parenting the Learning Disabled Child is a ten-session course developed to meet the educational, social and emotional needs of parents of learning disabled children. Designed for professionals by Norma Kuzell, MSW, a school social worker in Ottawa, Canada, and Jean Brassington M.Ed., a special educator, the course has a leaders' manual and a parents' manual. Topics for group discussion include definitions of learning disabilities, pros and cons of labelling, stages of parental acceptance, and verbal and non-verbal social skills. The effectiveness of the course in improving self-esteem and academic performance was independently researched in a two-year study reported in Clinical and Investigative Medicine, Vol. 8, No. 3, 1985. Further information is available from Kuzell and Brassington, Suite 301, 1355 Bank Street, Ottawa, Ontario, Canada, K1H 8K7, Tel. 613/737-5553.

Project Group Work: An Innovative Approach to Counseling in Schools, edited by Philip A. Piechowski and Thomas E. Ciha of the Mississippi Bend Area Education Agency in Iowa is designed to provide training in group counseling skills to school social workers, school psychologists, and selected local education

agency personnel. With seven chapters written by school social workers and school psychologists the project was funded by the Iowa State Department of Education, Bureau of Special Education, Des Moines, Iowa. For more information contact Jim Clark at the Department, Grimes State Office Building, Des Moines, IA 50319-0146.

School Social Work: A Survival Handbook for Student Interns was developed by students at the San Jose State University Graduate School of Social Work. It provides concise information on a number of topics, including field instruction, scheduling, and territorial issues, and serves as a valuable guide to students in field placements in schools. Contact San Jose State University Graduate School of Social Work, One Washington Square, San Jose, CA 95192.

New from Houghton-Mifflin is Megaskills: How Families Can Help Children Succeed in Schools and Beyond by Dorothy Rich, president fo the Home and School Institute. Megaskills details ways in which children can be taught basic skills necessary for success in later life. The book (352 pages, paperback) is available for \$8.95 from bookstores or from the Home and School Institute, which has also prepared a special edition of the book for discount bulk orders. Contact the Home and School Institute, Special Projects Office, 1201 16th Street, NW, Washington, DC 20036 (202/466-3633).

Bridges of Respect: Creating Support for Gay and Lesbian Youth is a resource guide from the American Friends Service Committee. Designed for adults working with youth, Bridges of Respect examines the problems and needs of gay and lesbian young people, including homophobia, AIDS, and legal concerns. The book is a 97-page perfect-bound paperback, available for \$7.95 each postpaid from the Community Relations Division, American Friends Service Committee, 1501 Cherry Street, Philadelphia, PA 19102.

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# School Social Work Information Bulletin



National Association of Social Workers Inc.  
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SPRING/SUMMER, 1989

## Confronting Corporal Punishment in Home and School

The issue of corporal punishment has long commanded the attention of pupil services personnel. The efforts of such organizations as the National Center for the Study of Corporal Punishment Alternatives in the Schools, End Violence Against the Next Generation (EVAN-G), and the National Coalition to Abolish Corporal Punishment in Schools have resulted in an increasing number of schools abandoning the use of paddling, spanking and other forms of corporal punishment. Today, eighteen states prohibit the use of corporal punishment in their school districts, and most of these have acted in the past two years, signifying a "wave" of concern on this issue. The most recent victory in this battle was won in Florida, which has an extremely high incidence of paddling in its schools. A bill was passed recently which would allow school boards in Florida to determine

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their own corporal punishment policies. Those boards deciding against corporal punishment would be required by the bill to produce alternative punishment programs. The bill's passage is a long-awaited event, and its proponents hope that it will help diminish the use of corporal punishment in Florida schools.

The problem, however, does not end in the classroom; there is still enormous concern about the continued use of corporal punishment by parents in American homes. A recent telephone poll conducted in February 1989 by Gordon S. Black Corporation for USA Today reported that 15% of the 328 parents polled use corporal punishment regularly, and 9% of these parents claim to have been abused as children. In 1987 the nation was shocked by the violent death of 6-year-old Lisa Steinberg at the hands of her "adoptive father", criminal attorney Joel Steinberg. In 1985 Surgeon General C. Everett Koop, convening a workshop on violence and public health, recommended that "...a major campaign be carried out, with the help of the media, to reduce the public's acceptance of violence in general, and violence towards children in particular, including corporal punishment...the American people should come to understand and agree that corporal punishment of children should be abolished."

Such a campaign has in fact been initiated. In February of this year a group of child care experts, including pediatricians, psychologists, sociologists, counselors, and social workers met at the Johnson Foundation's Wingspread Conference Center in Racine, Wisconsin, to explore the issue of corporal punishment in the home. The result was the following position statement:

A group of national experts issues a call to stop parental use of physical punishment. Numerous studies have overwhelmingly proved that hitting, spanking, slapping, or other forms of physical punishment are harmful methods of changing children's behavior. Alternative forms of discipline are more effective.

The use of physical punishment is deeply ingrained in American society and will be difficult to eliminate. Nevertheless, convincing evidence of the detrimental effects of physical punishment of children indicates that the time for action is immediate and urgent.

The group agreed to begin a national campaign to convince parents to stop hitting or using other forms of physical punishment on their children.

The Wingspread experts rejected conventional justifications of corporal punishment as a basically harmless means of discipline when used in moderation. Conference organizer and keynote speaker Adrienne "Alex" Haueser of the University of Wisconsin's School of Social Work set forth five reasons why the use of physical punishment on children is unacceptable: 1) Severe physical punishment - that which causes physical injury and/or

pain lasting more than five minutes - is child abuse. 2) Some physical punishment, although not intended to be severe, escalates into abuse. 3) Mild physical punishment - that which produces neither physical injury nor more than momentary pain - nevertheless typically lowers a child's self-esteem and trust in the parent, and is a form of psychological abuse. 4) Both severe and mild physical punishment teach children that physical force is an acceptable way to settle disputes. Studies show that a correlation between physical punishment and subsequent anti-social aggressive behavior exists. 5) Physical punishment does not teach children acceptable behavior, but among childrearing options, it is nevertheless often used as a first option.

The campaign planned by the Wingspread participants involves a bombardment of the media with public service announcements and opinion/editorial pieces in newspapers and magazines. The strategy is to defuse public acceptance of corporal punishment and promote the philosophy expressed in the campaign slogan: People are not for hitting; Children are People Too!

The major part of the battle still lies ahead, however. Misconceptions about violence and corporal punishment run deep in the American psyche; since many Americans - particularly those of older generations - were spanked themselves as children, they view with suspicion any attempt to classify corporal punishment as "abuse." In a recent column printed in newspapers nationwide, William Raspberry referred to the Wingspread participants as "nuts" and dismissed their concerns as products of disordered thinking. His piece has inspired a number of child care professionals to write letters of protest, which is in itself a key indicator that cavalier attitudes towards corporal punishment will no longer be tolerated.

NASW has long supported the abolition of corporal punishment. The 1984 NASW Delegate Assembly approved a policy statement opposing corporal punishment of children in schools and custodial settings. In 1986 NASW produced Spare the Rod!? A Resource Guide: Alternatives to Corporal Punishment to assist in the implementation of the statement. It is hoped that a new corporal punishment policy statement involving families will be adopted at the next Delegate Assembly in August 1990.

The Second National Conference to abolish Corporal Punishment in Schools will take place in Chicago from August 1-4, 1989. NASW is a cosponsoring organization for the Conference. For further details contact January H. Scott, National Committee for the Prevention of Child Abuse, PO Box 94283, Chicago, IL 60690, 312/663-3520.

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### Part H of EHA Final Regulations Published

More than a year and a half after publishing proposed rules for

implementing the new Part H of the Education of the Handicapped Act, referring to the Early Intervention Program for Infants and Toddlers with Handicaps, the Department of Education issued the final regulations on June 22nd.

NASW had submitted detailed comments on the Notice of Proposed Rulemaking (NPRM) in February 1988. When the final rules were published, we were delighted to read that several of our suggestions had been incorporated. Primary among them was the inclusion of social work services under Types of Services. In PL 99-457 which legislated this program, social workers were included in the list of qualified personnel required to provide early intervention services. However, unlike psychological and other services, social work services were omitted from the list of types of service. Happily now this omission has been rectified.

Further, the definition of social work services which NASW had recommended was included almost in its entirety.

The new definition reads:

"Social work services include:

- (i) Making home visits to evaluate a child's living conditions and patterns of parent-child interaction;
- (ii) Preparing a psychosocial developmental assessment of the child within the family context;
- (iii) Providing individual and family-group counseling with parents and other family members, and appropriate social skill-building activities with the child and parents;
- (iv) Working with those problems in a child's and family's living situation (home, community, and any center where early intervention services are provided) that affect the child's maximum utilization of early intervention services; and
- (v) Identifying, mobilizing and coordinating community resources and services to enable the child and family to receive maximum benefit from early intervention services."

NASW's recommendations regarding the need for a personal interview with parents for purposes of assessing strengths and weaknesses (rather than basing assessments on the parents' written statement) was also included, with the proviso that parental consent is obtained. The need for nondiscriminatory evaluation procedures is also emphasized in the regulations.

However, the Department of Education did not mention social workers nor any other specific profession in relation to case management. The rules state that case managers must have "demonstrated knowledge and understanding" about infants and toddlers eligible for the services, Part H of the Act and its



regulations and the nature and scope of services available. Existing state case management services may be utilized and a separate profession of "case manager" is recognized. The statutory criterion that the case manager should be from "the profession most immediately relevant to the child's or family's needs" is retained (Sec. 303.344(g)).

Further analysis of the regulations will be available from NASW in the Fall. This will include an interpretation of the new regulations for both Part B (the Education for All Handicapped Children Act, PL 94-142) and Part H referring to personnel standards.

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### School Social Work Gains Recognition in Chapter 1 Regulations

When the Department of Education published final regulations for the implementation of the Chapter 1 Program in local education agencies in the Federal Register of May 19th, it gave additional recognition to the role of pupil services personnel in general and school social workers in particular in these programs. Chapter 1 provides financial assistance to meet the special educational needs of educationally-deprived children in areas with high concentrations of children from low-income families.

In comments on the proposed rules to the Department last December NASW urged the Department to make specific mention of pupil services personnel including school social workers in various sections of the regulations in addition to those already naming them.

The final rules have added "pupil services personnel" to the list of staff to be consulted in designing and implementing Chapter 1 projects in local educational agencies. Further, in relation to parental involvement, a central feature of these projects, pupil services personnel have been mentioned in two additional sections of the regulations (Sections 200.34 (c) 3 (iii) and (e) 6). The first one states that education personnel in the program, including pupil services staff, should be readily accessible to parents. The second provides for the "training and support of personnel, including pupil support personnel, to work with parents, coordinate parent activities, and make home contacts."

In the Secretary's Appendix to the regulations, in which an analysis of comments and changes is presented, the following statement is made:

The statute intends that any education personnel under the Chapter 1 program are to be included among those accessible to parents and that such personnel may receive training and support to work with parents. The Secretary believes that pupil services personnel, including school social workers, are among such education personnel.

Although this comment will not be included when the regulations are reprinted in the Code of Federal Regulations, we are delighted that the Secretary of Education has given this recognition to school social workers. We should be sure to use this in advocacy efforts in school systems.

NASW believes that this recognition will have major implications for school social work, as practitioners begin to utilize the benefits of the Hawkins-Stafford Act. Further information on the possibilities provided by these regulations will be included in the NASW Handbook on Hawkins-Stafford to be published this summer (see page 14 of this Bulletin).

\*\*\*\*\*

### School Social Work Institute Planned for 89 NASW Conference

The 1989 NASW Annual Conference will be held from October 11-14 in San Francisco. This year's Conference will feature four specialty conferences focused on Health/Mental Health, Management, Occupational Social Work and Family Issues. School social work will be prominently featured in several master classes within the various specialty conferences, for example on Public Law 99-457, and management issues in school social work.

School social work will also be the focus of a day-long Institute to be held on Saturday, October 14, titled "The Needs of Children, Youth and Families: The Schools' Response." Sponsored by the NASW Education Commission in association with the California Association of School Social Workers and the California Department of Education the Institute will feature speakers such as Education Commission Chair Toy Watson, California Senator Art Torres, and PL 100-297 handbook author Nancy Kober.

There will also be an afternoon networking and program exchange session outlining model programs in dropout prevention, substance abuse, teen pregnancy and Chapter 1 programs for educationally-deprived, low-income children.

Those who are involved in programs in these areas that they would like to present at this session should send a one-page description of the program or programs to Education Commissioner Simon Dominguez, 4052 Cherry Lane, San Jose, CA 95118 by September 10.

The price of the Institute will be included in that of the general Conference; those who wish to attend only the Institute will pay a 1-day fee of \$75.00, but will be entitled to attend the general Conference's final Plenary Session at lunchtime on the 14th. This session will feature Jonathan Kozol, noted author of books on illiteracy and on homeless children.

Contact the NASW Conference Office, 301/565-0333.

Final Report of Toy Watson, Chair, NASW Education Commission

The past two years have been busy and productive for the Commission on Education. In anticipation of the implementation of recent federal legislation and the revisions of the Education of the Handicapped Act, the Commission on Education has undertaken a proactive program that is resulting in social work being on the leading edge of major changes within education.

NASW has benefitted from the efforts of this Commission through:

- \* Recognition by and collaboration with other major professional organizations including the National Education Association (NEA), the National Association of School Psychologists (NASP), the American School Counselor's Association (ASCA), the American Association for Counseling and Development (AACD) and the Council of Chief State School Officers (CCSSO).
- \* Congress is now contacting NASW prior to the drafting of legislation related to education. This is a major change from the past practice of our initiating any input. This change is a direct result of the efforts of this Commission and NASW's Legislative Department.
- \* NASW has realized consistent revenues from publications generated by this Commission. Publications treating social work in education have been consistent "money makers" for the Association. This reflects the interest in this practice area as well as the quality of work produced.

NASW has consistently voiced support of social work in education and efforts to meet the needs of children in this country. The present "window of opportunity" is unprecedented and provides a chance for this association to take an active leadership role.

A brief review of some Commission activities substantiate this:

Federal Legislation:

1. PL 94-142, Education of the Handicapped Act. The regulations for implementation of this law, drafted in the early 1970's, recognized school social work services for the first time in the history of federal educational legislation. Other sections of EHA are presently being revised and are expected to strengthen related services for handicapped youths, including school social work.
2. PL 100-297, the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. This is the most substantial federal school aid bill of the 1980's. School social work is specifically mentioned in this law

as a part of Pupil Services. Its implementation will require increased involvement of other human resource agencies and thereby have an impact on all areas of social work practice. In addition, the regulations written to implement these amendments clearly indicate that school social work services are among those educational services to be accessible to parents.

3. Welfare Reform. The welfare reform legislation contains provisions for "Learnfare" whereby recipients will be required to be involved in educational or vocational training programs. This will put additional responsibilities on the educational systems and school social workers and other human services agencies will be intimately involved.

#### Federal Emphasis:

Never before has the federal government taken such a firm public stand on the need to educate our youth. The demands for parental involvement, vocational and career training, drug education, and alternative programs for at-risk students are resulting in broader support programs.

Educational administrators are increasingly recognizing the need for expanded pupil services and the involvement of the family and community resources in the meeting of the educational needs of today's youth. No longer can the schools function independently of other human services groups.

#### Business/Industry Emphasis:

Business and industry are recognizing the necessity of involvement in the preparation of young people to take their places in the market place. Grants, cooperative educational activities, direct involvement in schools, and similar activities on the part of business and industrial leaders, are at an all-time high.

#### NASW's Emphasis:

NASW has taken major strides to become involved in the preparation of children and youth to take on their responsibilities in the future. The Commission on Education has long been a leader in this and the present efforts of this Commission provide an unprecedented opportunity for NASW to participate in a major social change.

#### Summary:

These factors are all coming together at this point in time and creating an unprecedented opportunity for this Association to be involved in a most significant and meaningful way. The time is here to be proactive rather than reactive. The ramifications of the items listed here will impact on every practice area within the profession of social work for years to come. By taking a strong leadership role, NASW will demonstrate its commitment,

expertise, and support.

The public education system is the largest child serving agency in this country. In the face of current social concerns including substance abuse and family disintegration, the public schools are increasingly forced into the role of a more comprehensive social service agency. Never before has social work been so widely recognized and accepted into the educational community. It is imperative that NASW recognize the immediate potential these factors have for social work as a profession.

There are clear indications that the demand for qualified school social workers will rapidly increase and likely outstrip the supply. As this happens, persons other than social workers will step in to fill the void. This is already happening in some areas. There is great concern regarding the current number of practicing school social workers who do not belong to NASW. This number is likely to increase without strong leadership from this organization.

In light of all this, I am strongly suggesting that NASW recognize this unique opportunity to further the profession in a major way, and devote all possible resources towards the development of comprehensive pupil services, particularly social work, in our schools.

The initiatives are in place. The collaborative relationships with other professional organizations are established. The groundwork has been laid. One or two years of concentrated efforts will insure a solid grounding of our profession in one of the greatest preventive arenas in existence: public education.

Benefits to children and youth are obvious. Potential benefits to the profession are numerous and profound and include:

1. Expanded job market:

The total number of students in public schools is approximately 40,000,000 in more than 12,600 school districts. The potential job market is obvious.

2. Coalitions with other professional groups:

The experience of the Commission on Education in working with other professional organizations has demonstrated the benefits of this type of activity. Through strengthened coalitions with allied professional organizations, NASW's impact on the welfare of children and society will be greatly enhanced.

3. Expanded training opportunities:

In order to meet the demand for qualified social workers in educational settings, training programs will have to expand numerically as well as in the type of training offered.

#### 4. Professional recognition:

No other area of social work practice offers the potential for the profession to become as visibly and meaningfully involved in a major national effort. By taking a leadership role at this time NASW has an unprecedented opportunity to make a public impact. It is significant that this impact will be in preventive as well as treatment activities.

#### 5. Related benefits:

Social work in educational settings has a direct relationship to all areas of social work practice. School social work encompasses all practice methods. Referrals to and liaisons with community resources create a strengthened network that promotes school social work far beyond the confines of the educational system.

#### Summary Comment:

It is my firm conviction, and that of the Commission of Education, that the time has come for a major focusing of resources on school social work, and that this time presents NASW with the opportunity to take a leading role in this process. Such timely and concentrated efforts are the most effective way to promote quality services, our primary goal, and to promote the profession of social work in this country.

As I complete my term as chair of the Commission on Education I would charge this Commission to continue its efforts in these areas and to advocate for NASW to make the commitments suggested here. I would further encourage similar support of other Commissions in their efforts when "windows of opportunity" appear.

NOTE: Both Toy Watson and Katie Hart are leaving the Commission at this time. We thank them both for their major contributions to school social work and wish them well. The new Chair and members of the Commission will be announced in the near future.

\*\*\*\*      \*\*\*\*

#### NASW's Plan for School Social Work Credential Progresses

In response to a growing trend among state departments of education to establish criteria for the credentialing of school social workers independently of the profession, the NASW Commission on Education, in collaboration with NASW's Competency Certification Board (CCB), has begun developing a specialized practice credential for the profession. It is the opinion of both groups that the establishment of a credential by the profession itself will do much to avoid confusion and inappropriate requirements by individual state departments. In addition, it will help foster uniformity among states and social

work organizations.

The criteria for the proposed credential were developed over the course of several meetings between the Commission and CCB. A call for comments was developed by the Education Commission and mailed to the school social work network. At the last meeting of the Commission, an attempt was made to put the credential into more final form. The purpose of the credential will be to "define entry level knowledge and skills for school social work practice." The credential would require school social workers to possess an MSW from a CSWE-accredited program, and to have accrued one year (450 clock-hours) or the equivalent of social work experience with appropriate professional supervision. Evidence of effective school social work practice documented by administrative and professional social work evaluation would be required, as would successful completion of the school social work component of the National Teachers' Examination (NTE) which NASW will develop in collaboration with the Educational Testing Service.

Thus far the Commission has received only a few comments on the proposed credential. In the main they are positive, although some have expressed concern over the NTE examination requirement. Further information will be printed in the next Bulletin.

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### School Social Work Survey Initiated

In late May NASW's National Office sent copies of a newly-developed questionnaire to school social workers nationwide. This questionnaire represents the culmination of many months of work by Dr. Paula Allen-Meares of the University of Illinois at Urbana-Champaign, NASW, and the Educational Testing Service.

Developed from a research project conducted by Dr. Meares, the questionnaire is designed to provide an overview of the kinds of tasks, knowledge and skills required by the profession. The questionnaire consists of four parts: 1) Background, 2) Job Responsibilities, 3) Knowledge, Skills and Abilities and 4) Comment by participants.

The information provided by this survey will be used by the Teachers Programs and Services of the Educational Testing Service to develop a national school social workers' examination in conjunction with NASW. Successful completion of this examination will be one of the qualifications required by the new school social work credential being developed by the NASW Education Commission (see preceding article).

\*\*\*\*\*

## NASW Communications Network Conference in Hollywood

-Frederick Streeck, School Social Worker, Washington State-

The NASW Communications Network (NCN) has been established by former NASW President Suzanne Dworak-Peck to provide technical consultation for producers, directors and writers who are interested in presenting media projects in a factual and socially responsible manner.

The Network hosted its first annual media conference on May 6 in Hollywood, California and brought together social workers in various practice areas with producers, directors and writers. The Conference was designed to explore ways in which social subjects can be explored through film, television and other media. An important part of the Conference was the presentation of Social Issues ("Si") awards to several media professionals who have demonstrated a commitment to presenting socially responsible topics to the American public. Awards were presented to Leonard Goldenson, past chair of ABC, television producers Gary David Goldberg and Linda Otto, Capital Cities/ABC and PBS for their "Youth Plus" literacy campaign, and television personality Bill Cosby. Linda Otto produced "The Ryan White Story" which covered the exclusion from school of a boy in Indiana suffering from AIDS.

At least three school social workers were in attendance and we had an opportunity to meet and chat with members of the media about what school social workers do in our practice settings.

A toll-free phone number has been set up to link media with technical consultants in over 100 practice specialty areas, including school social work. The consultation services are offered free of charge.

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### STATE NEWS BRIEFS

Actions by the NASW **TEXAS** Chapter and its School Social Work Committee to gain legal recognition in their state are meeting with some success. The term "school social worker" has been added to the Texas Education Code Compensation List, which details the various education professionals available for hire by local school districts with state dollars. This inclusion, which had been requested by NASW Texas Chapter Contact Elsa Wirsching-Guimbarde when she testified on school social work before the Texas Sunset Commission (see the Winter 88/89 Bulletin), was accomplished through a section of the Texas Education Agency Sunset Bill. Another notable achievement was the inclusion in the Bill of a pilot program on dropout intervention strategies for elementary school students. The program calls on school social workers (along with guidance counselors) to address the problem of elementary school students dropping out. The program



also offers a specific definition of school social work: "serving as a case manager by coordinating family, school and community resources; providing counseling or casework for an at-risk student and the student's family to enhance the student's educational experience." The Committee will be monitoring the TEA's implementation of both the compensation list and the pilot program.

The Center for Community Education at Rutgers University's School of Social Work in **NEW JERSEY** recently received funding for a three-year pilot project designed to bring schools and community service agencies to greater cooperation. The project, called Linking Schools and Community Services, consists of two pilot programs, which over a period of two years aim to create linkages between rural and urban schools and community service agencies. These linkages include in-service workshops on such topics as AIDS education and drug use and on-site counseling services from a community mental health center for substance abuse problems. In addition, a handbook on the linkages is being produced. For more information, contact Aleta You Mastny, Project Director, Center for Community Education, School of Social Work, Rutgers, the State University, Kilmer Campus, Building 4087, New Brunswick, NJ 08903. 201/932-3367.

There have been some significant developments for the **TENNESSEE** Association of School Social Work/NASW Task Force on Funding for School Social Work. The Task Force was established in May 1988 in response to a bill which sought to provide Local Education Agencies with the option of hiring either a certified school social worker or a certified elementary guidance counselor. In an attempt to clarify the role of school social workers and avoid confusion with other pupil services personnel such as guidance counselors, the Task Force produced, over the course of five meetings, a report which was distributed at the Fall TASSW Conference. The report concluded that school social work would benefit more from state funding independent from current funding for elementary guidance counselors. The final paragraph of the report, which recommended school social workers be assigned tasks according to their academic degrees, has since been expanded to recommend the continued use of both MSW and BSW school social workers by LEA's. The Task Force presented its findings, together with other relevant information, to the Legislative Oversight Committee last November. Presenters included representatives of both NASW and TASSW. A meeting was also held between Elliot Moore and Ron Lewis of the Task Force and staff of Tennessee's Education Commissioner. Lewis and Moore learned of the Commissioner's inclination to advise the Governor to support the Basic Education Program, which would include school social work positions at the rate of 1 per 2000 students.

A new video is being produced by the **KENTUCKY** Department of Education's Division of Media Resources in collaboration with the Division of Student Services, Unit for Guidance and School Social Work. The video will examine the roles, responsibilities and effectiveness of KY school social workers by following two of

them, Charlotte Reid and Steve Gamble, through a typical working day. The video will also feature interviews with parents and school administrators. The video is expected to be finished by Fall.

The CONNECTICUT State Board of Education Pupil Personnel Consultants and Presidents of various professional state organizations, including CT Association of School Social Work President Ken Cheek and CT School Social Work Consultant Jean Campbell - met on May 15 to air mutual concerns on the state mandate for teacher evaluations. Production of guidelines for pupil support personnel has been delayed to the extent that in some districts the guidelines for teachers are being applied instead. There is concern in the pupil support groups that this will lead to inappropriate procedures by local school boards, such as the use of observation as a means of professional evaluation. The discussion resulted in another meeting being scheduled with the Bureau of Curriculum and Professional Development's Gloria Williams, who had coordinated the development of the teacher guidelines. The discussion will center around the issues needing clarification for the development of individual support programs for supervision and evaluation of the pupil personnel professions. These will be used until the Connecticut Department of Education can develop final guidelines.

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#### Have You Seen These?

Expanding School Social Work through Federal Funding in PL 100-297 is a handbook to be published in August 1989 by NASW. The book will outline funding opportunities for social workers and other pupil services staff made available by the passage of PL 100-297, the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, which will provide approximately \$7 billion in federal aid to schools nationwide. The handbook, commissioned by NASW's Education Commission, was written by Nancy Kober, former staff person to Representative Gus Hawkins, chair of the House Education and Labor Committee. Additional chapters were provided by Toy Watson, chair of NASW's Education Commission, and Dr. Nora Gustavsson, assistant professor at the School of Social Work, University of Illinois at Urbana-Champaign. Expanding School Social Work will be available for \$11.95 prepaid from NASW/Publications Sales, 7981 Eastern Avenue, Silver Spring, MD 20910. 301/565-0333.

The Carnegie Council on Adolescent Development, a program of the Carnegie Corporation, has just released a report, Turning Points: Preparing American Youth for the 21st Century, which argues that the needs of young adolescents (ages 10-15) are not being met by America's schools. The report was prepared over a two-year period by the Council's Task Force on the Education of Young Adolescents, chaired by David Hornbeck, formerly Maryland School Superintendent. It calls for more attention by middle schools to

the unique needs of their students, including the installation of "learning groups" within classrooms and special training for teachers of middle students. The report is available for \$9.95 prepaid from the Carnegie Council on Adolescent Development, 11 Dupont Circle, NW, Washington, DC 20036, 202/265-9080.

NASW's National Center for Social Policy and Practice has released an annotated bibliography listing citations and journal abstracts, reports, studies and handbooks dealing with the effectiveness of school social work. The bibliography, Effectiveness in School Social Work Programs and Practices, is the first in a projected series of informational materials from the Center on topics of interest to social workers. It may be ordered for \$5.95 plus 10% postage and handling from NASW Publication/Sales, 7981 Eastern Avenue, Silver Spring, MD 20910. (301) 565-0333.

The Real Story is a booklet available from the Performance Resource Press, designed to help parents and concerned professionals bring home to students the dangers of drug and alcohol abuse. The Real Story uses cartoon-like graphics to tell the story of a youth's encounter with drugs and his subsequent recovery through therapy. The booklet is available in quantity for roughly 27 cents per copy. For a sample, or for further information, contact the Performance Resource Press, 2145 Crooks Road, Suite 103, Troy, MI 48084. (313) 643-9580.

"School Social Work in Washington State" is a 9 1/2 minute video tape, produced by the Washington Association of School Social Workers which depicts the role of a school social worker, types of services a school social worker provides, and discusses differing sources of funding for school social work positions. The video is intended to be promotional in nature and can be borrowed at no charge from WASSW. For information please contact Amy Johnson, President: WASSW, 32757 29th Avenue, SW, Federal Way, WA 98023.

#### SCHOOL SOCIAL WORK BULLETIN

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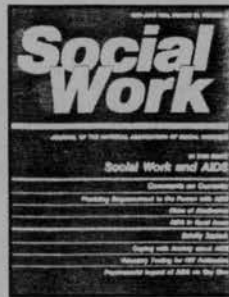
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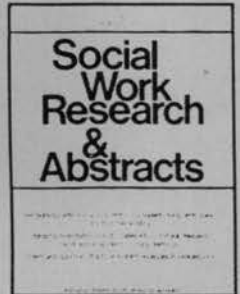


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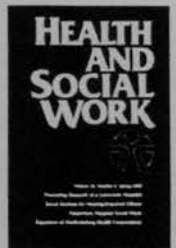
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# School Social Work Information Bulletin



National Association of Social Workers Inc.  
7981 Eastern Avenue  
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SPRING/SUMMER, 1989

## Confronting Corporal Punishment in Home and School

The issue of corporal punishment has long commanded the attention of pupil services personnel. The efforts of such organizations as the National Center for the Study of Corporal Punishment Alternatives in the Schools, End Violence Against the Next Generation (EVAN-G), and the National Coalition to Abolish Corporal Punishment in Schools have resulted in an increasing number of schools abandoning the use of paddling, spanking and other forms of corporal punishment. Today, eighteen states prohibit the use of corporal punishment in their school districts, and most of these have acted in the past two years, signifying a "wave" of concern on this issue. The most recent victory in this battle was won in Florida, which has an extremely high incidence of paddling in its schools. A bill was passed recently which would allow school boards in Florida to determine

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their own corporal punishment policies. Those boards deciding against corporal punishment would be required by the bill to produce alternative punishment programs. The bill's passage is a long-awaited event, and its proponents hope that it will help diminish the use of corporal punishment in Florida schools.

The problem, however, does not end in the classroom; there is still enormous concern about the continued use of corporal punishment by parents in American homes. A recent telephone poll conducted in February 1989 by Gordon S. Black Corporation for USA Today reported that 15% of the 328 parents polled use corporal punishment regularly, and 9% of these parents claim to have been abused as children. In 1987 the nation was shocked by the violent death of 6-year-old Lisa Steinberg at the hands of her "adoptive father", criminal attorney Joel Steinberg. In 1985 Surgeon General C. Everett Koop, convening a workshop on violence and public health, recommended that "...a major campaign be carried out, with the help of the media, to reduce the public's acceptance of violence in general, and violence towards children in particular, including corporal punishment...the American people should come to understand and agree that corporal punishment of children should be abolished."

Such a campaign has in fact been initiated. In February of this year a group of child care experts, including pediatricians, psychologists, sociologists, counselors, and social workers met at the Johnson Foundation's Wingspread Conference Center in Racine, Wisconsin, to explore the issue of corporal punishment in the home. The result was the following position statement:

A group of national experts issues a call to stop parental use of physical punishment. Numerous studies have overwhelmingly proved that hitting, spanking, slapping, or other forms of physical punishment are harmful methods of changing children's behavior. Alternative forms of discipline are more effective.

The use of physical punishment is deeply ingrained in American society and will be difficult to eliminate. Nevertheless, convincing evidence of the detrimental effects of physical punishment of children indicates that the time for action is immediate and urgent.

The group agreed to begin a national campaign to convince parents to stop hitting or using other forms of physical punishment on their children.

The Wingspread experts rejected conventional justifications of corporal punishment as a basically harmless means of discipline when used in moderation. Conference organizer and keynote speaker Adrienne "Alex" Haueser of the University of Wisconsin's School of Social Work set forth five reasons why the use of physical punishment on children is unacceptable: 1) Severe physical punishment - that which causes physical injury and/or

pain lasting more than five minutes - is child abuse. 2) Some physical punishment, although not intended to be severe, escalates into abuse. 3) Mild physical punishment - that which produces neither physical injury nor more than momentary pain - nevertheless typically lowers a child's self-esteem and trust in the parent, and is a form of psychological abuse. 4) Both severe and mild physical punishment teach children that physical force is an acceptable way to settle disputes. Studies show that a correlation between physical punishment and subsequent anti-social aggressive behavior exists. 5) Physical punishment does not teach children acceptable behavior, but among childrearing options, it is nevertheless often used as a first option.

The campaign planned by the Wingspread participants involves a bombardment of the media with public service announcements and opinion/editorial pieces in newspapers and magazines. The strategy is to defuse public acceptance of corporal punishment and promote the philosophy expressed in the campaign slogan: People are not for hitting; Children are People Too!

The major part of the battle still lies ahead, however. Misconceptions about violence and corporal punishment run deep in the American psyche; since many Americans - particularly those of older generations - were spanked themselves as children, they view with suspicion any attempt to classify corporal punishment as "abuse." In a recent column printed in newspapers nationwide, William Raspberry referred to the Wingspread participants as "nuts" and dismissed their concerns as products of disordered thinking. His piece has inspired a number of child care professionals to write letters of protest, which is in itself a key indicator that cavalier attitudes towards corporal punishment will no longer be tolerated.

NASW has long supported the abolition of corporal punishment. The 1984 NASW Delegate Assembly approved a policy statement opposing corporal punishment of children in schools and custodial settings. In 1986 NASW produced Spare the Rod!? A Resource Guide: Alternatives to Corporal Punishment to assist in the implementation of the statement. It is hoped that a new corporal punishment policy statement involving families will be adopted at the next Delegate Assembly in August 1990.

The Second National Conference to abolish Corporal Punishment in Schools will take place in Chicago from August 1-4, 1989. NASW is a cosponsoring organization for the Conference. For further details contact January H. Scott, National Committee for the Prevention of Child Abuse, PO Box 94283, Chicago, IL 60690, 312/663-3520.

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### Part H of EHA Final Regulations Published

More than a year and a half after publishing proposed rules for

implementing the new Part H of the Education of the Handicapped Act, referring to the Early Intervention Program for Infants and Toddlers with Handicaps, the Department of Education issued the final regulations on June 22nd.

NASW had submitted detailed comments on the Notice of Proposed Rulemaking (NPRM) in February 1988. When the final rules were published, we were delighted to read that several of our suggestions had been incorporated. Primary among them was the inclusion of social work services under Types of Services. In PL 99-457 which legislated this program, social workers were included in the list of qualified personnel required to provide early intervention services. However, unlike psychological and other services, social work services were omitted from the list of types of service. Happily now this omission has been rectified.

Further, the definition of social work services which NASW had recommended was included almost in its entirety.

The new definition reads:

"Social work services include:

- (i) Making home visits to evaluate a child's living conditions and patterns of parent-child interaction;
- (ii) Preparing a psychosocial developmental assessment of the child within the family context;
- (iii) Providing individual and family-group counseling with parents and other family members, and appropriate social skill-building activities with the child and parents;
- (iv) Working with those problems in a child's and family's living situation (home, community, and any center where early intervention services are provided) that affect the child's maximum utilization of early intervention services; and
- (v) Identifying, mobilizing and coordinating community resources and services to enable the child and family to receive maximum benefit from early intervention services."

NASW's recommendations regarding the need for a personal interview with parents for purposes of assessing strengths and weaknesses (rather than basing assessments on the parents' written statement) was also included, with the proviso that parental consent is obtained. The need for nondiscriminatory evaluation procedures is also emphasized in the regulations.

However, the Department of Education did not mention social workers nor any other specific profession in relation to case management. The rules state that case managers must have "demonstrated knowledge and understanding" about infants and toddlers eligible for the services, Part H of the Act and its



regulations and the nature and scope of services available. Existing state case management services may be utilized and a separate profession of "case manager" is recognized. The statutory criterion that the case manager should be from "the profession most immediately relevant to the child's or family's needs" is retained (Sec. 303.344(g)).

Further analysis of the regulations will be available from NASW in the Fall. This will include an interpretation of the new regulations for both Part B (the Education for All Handicapped Children Act, PL 94-142) and Part H referring to personnel standards.

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### School Social Work Gains Recognition in Chapter 1 Regulations

When the Department of Education published final regulations for the implementation of the Chapter 1 Program in local education agencies in the Federal Register of May 19th, it gave additional recognition to the role of pupil services personnel in general and school social workers in particular in these programs. Chapter 1 provides financial assistance to meet the special educational needs of educationally-deprived children in areas with high concentrations of children from low-income families.

In comments on the proposed rules to the Department last December NASW urged the Department to make specific mention of pupil services personnel including school social workers in various sections of the regulations in addition to those already naming them.

The final rules have added "pupil services personnel" to the list of staff to be consulted in designing and implementing Chapter 1 projects in local educational agencies. Further, in relation to parental involvement, a central feature of these projects, pupil services personnel have been mentioned in two additional sections of the regulations (Sections 200.34 (c) 3 (iii) and (e) 6). The first one states that education personnel in the program, including pupil services staff, should be readily accessible to parents. The second provides for the "training and support of personnel, including pupil support personnel, to work with parents, coordinate parent activities, and make home contacts."

In the Secretary's Appendix to the regulations, in which an analysis of comments and changes is presented, the following statement is made:

The statute intends that any education personnel under the Chapter 1 program are to be included among those accessible to parents and that such personnel may receive training and support to work with parents. The Secretary believes that pupil services personnel, including school social workers, are among such education personnel.

Although this comment will not be included when the regulations are reprinted in the Code of Federal Regulations, we are delighted that the Secretary of Education has given this recognition to school social workers. We should be sure to use this in advocacy efforts in school systems.

NASW believes that this recognition will have major implications for school social work, as practitioners begin to utilize the benefits of the Hawkins-Stafford Act. Further information on the possibilities provided by these regulations will be included in the NASW Handbook on Hawkins-Stafford to be published this summer (see page 14 of this Bulletin).

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### School Social Work Institute Planned for 89 NASW Conference

The 1989 NASW Annual Conference will be held from October 11-14 in San Francisco. This year's Conference will feature four specialty conferences focused on Health/Mental Health, Management, Occupational Social Work and Family Issues. School social work will be prominently featured in several master classes within the various specialty conferences, for example on Public Law 99-457, and management issues in school social work.

School social work will also be the focus of a day-long Institute to be held on Saturday, October 14, titled "The Needs of Children, Youth and Families: The Schools' Response." Sponsored by the NASW Education Commission in association with the California Association of School Social Workers and the California Department of Education the Institute will feature speakers such as Education Commission Chair Toy Watson, California Senator Art Torres, and PL 100-297 handbook author Nancy Kober.

There will also be an afternoon networking and program exchange session outlining model programs in dropout prevention, substance abuse, teen pregnancy and Chapter 1 programs for educationally-deprived, low-income children.

Those who are involved in programs in these areas that they would like to present at this session should send a one-page description of the program or programs to Education Commissioner Simon Dominguez, 4052 Cherry Lane, San Jose, CA 95118 by September 10.

The price of the Institute will be included in that of the general Conference; those who wish to attend only the Institute will pay a 1-day fee of \$75.00, but will be entitled to attend the general Conference's final Plenary Session at lunchtime on the 14th. This session will feature Jonathan Kozol, noted author of books on illiteracy and on homeless children.

Contact the NASW Conference Office, 301/565-0333.

Final Report of Toy Watson, Chair, NASW Education Commission

The past two years have been busy and productive for the Commission on Education. In anticipation of the implementation of recent federal legislation and the revisions of the Education of the Handicapped Act, the Commission on Education has undertaken a proactive program that is resulting in social work being on the leading edge of major changes within education.

NASW has benefitted from the efforts of this Commission through:

- \* Recognition by and collaboration with other major professional organizations including the National Education Association (NEA), the National Association of School Psychologists (NASP), the American School Counselor's Association (ASCA), the American Association for Counseling and Development (AACD) and the Council of Chief State School Officers (CCSSO).
- \* Congress is now contacting NASW prior to the drafting of legislation related to education. This is a major change from the past practice of our initiating any input. This change is a direct result of the efforts of this Commission and NASW's Legislative Department.
- \* NASW has realized consistent revenues from publications generated by this Commission. Publications treating social work in education have been consistent "money makers" for the Association. This reflects the interest in this practice area as well as the quality of work produced.

NASW has consistently voiced support of social work in education and efforts to meet the needs of children in this country. The present "window of opportunity" is unprecedented and provides a chance for this association to take an active leadership role.

A brief review of some Commission activities substantiate this:

Federal Legislation:

1. PL 94-142, Education of the Handicapped Act. The regulations for implementation of this law, drafted in the early 1970's, recognized school social work services for the first time in the history of federal educational legislation. Other sections of EHA are presently being revised and are expected to strengthen related services for handicapped youths, including school social work.

2. PL 100-297, the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. This is the most substantial federal school aid bill of the 1980's. School social work is specifically mentioned in this law

as a part of Pupil Services. Its implementation will require increased involvement of other human resource agencies and thereby have an impact on all areas of social work practice. In addition, the regulations written to implement these amendments clearly indicate that school social work services are among those educational services to be accessible to parents.

3. Welfare Reform. The welfare reform legislation contains provisions for "Learnfare" whereby recipients will be required to be involved in educational or vocational training programs. This will put additional responsibilities on the educational systems and school social workers and other human services agencies will be intimately involved.

#### Federal Emphasis:

Never before has the federal government taken such a firm public stand on the need to educate our youth. The demands for parental involvement, vocational and career training, drug education, and alternative programs for at-risk students are resulting in broader support programs.

Educational administrators are increasingly recognizing the need for expanded pupil services and the involvement of the family and community resources in the meeting of the educational needs of today's youth. No longer can the schools function independently of other human services groups.

#### Business/Industry Emphasis:

Business and industry are recognizing the necessity of involvement in the preparation of young people to take their places in the market place. Grants, cooperative educational activities, direct involvement in schools, and similar activities on the part of business and industrial leaders, are at an all-time high.

#### NASW's Emphasis:

NASW has taken major strides to become involved in the preparation of children and youth to take on their responsibilities in the future. The Commission on Education has long been a leader in this and the present efforts of this Commission provide an unprecedented opportunity for NASW to participate in a major social change.

#### Summary:

These factors are all coming together at this point in time and creating an unprecedented opportunity for this Association to be involved in a most significant and meaningful way. The time is here to be proactive rather than reactive. The ramifications of the items listed here will impact on every practice area within the profession of social work for years to come. By taking a strong leadership role, NASW will demonstrate its commitment,

expertise, and support.

The public education system is the largest child serving agency in this country. In the face of current social concerns including substance abuse and family disintegration, the public schools are increasingly forced into the role of a more comprehensive social service agency. Never before has social work been so widely recognized and accepted into the educational community. It is imperative that NASW recognize the immediate potential these factors have for social work as a profession.

There are clear indications that the demand for qualified school social workers will rapidly increase and likely outstrip the supply. As this happens, persons other than social workers will step in to fill the void. This is already happening in some areas. There is great concern regarding the current number of practicing school social workers who do not belong to NASW. This number is likely to increase without strong leadership from this organization.

In light of all this, I am strongly suggesting that NASW recognize this unique opportunity to further the profession in a major way, and devote all possible resources towards the development of comprehensive pupil services, particularly social work, in our schools.

The initiatives are in place. The collaborative relationships with other professional organizations are established. The groundwork has been laid. One or two years of concentrated efforts will insure a solid grounding of our profession in one of the greatest preventive arenas in existence: public education.

Benefits to children and youth are obvious. Potential benefits to the profession are numerous and profound and include:

1. Expanded job market:

The total number of students in public schools is approximately 40,000,000 in more than 12,600 school districts. The potential job market is obvious.

2. Coalitions with other professional groups:

The experience of the Commission on Education in working with other professional organizations has demonstrated the benefits of this type of activity. Through strengthened coalitions with allied professional organizations, NASW's impact on the welfare of children and society will be greatly enhanced.

3. Expanded training opportunities:

In order to meet the demand for qualified social workers in educational settings, training programs will have to expand numerically as well as in the type of training offered.

#### 4. Professional recognition:

No other area of social work practice offers the potential for the profession to become as visibly and meaningfully involved in a major national effort. By taking a leadership role at this time NASW has an unprecedented opportunity to make a public impact. It is significant that this impact will be in preventive as well as treatment activities.

#### 5. Related benefits:

Social work in educational settings has a direct relationship to all areas of social work practice. School social work encompasses all practice methods. Referrals to and liaisons with community resources create a strengthened network that promotes school social work far beyond the confines of the educational system.

#### Summary Comment:

It is my firm conviction, and that of the Commission of Education, that the time has come for a major focusing of resources on school social work, and that this time presents NASW with the opportunity to take a leading role in this process. Such timely and concentrated efforts are the most effective way to promote quality services, our primary goal, and to promote the profession of social work in this country.

As I complete my term as chair of the Commission on Education I would charge this Commission to continue its efforts in these areas and to advocate for NASW to make the commitments suggested here. I would further encourage similar support of other Commissions in their efforts when "windows of opportunity" appear.

NOTE: Both Toy Watson and Katie Hart are leaving the Commission at this time. We thank them both for their major contributions to school social work and wish them well. The new Chair and members of the Commission will be announced in the near future.

\*\*\*\*      \*\*\*\*

#### NASW's Plan for School Social Work Credential Progresses

In response to a growing trend among state departments of education to establish criteria for the credentialing of school social workers independently of the profession, the NASW Commission on Education, in collaboration with NASW's Competency Certification Board (CCB), has begun developing a specialized practice credential for the profession. It is the opinion of both groups that the establishment of a credential by the profession itself will do much to avoid confusion and inappropriate requirements by individual state departments. In addition, it will help foster uniformity among states and social

work organizations.

The criteria for the proposed credential were developed over the course of several meetings between the Commission and CCB. A call for comments was developed by the Education Commission and mailed to the school social work network. At the last meeting of the Commission, an attempt was made to put the credential into more final form. The purpose of the credential will be to "define entry level knowledge and skills for school social work practice." The credential would require school social workers to possess an MSW from a CSWE-accredited program, and to have accrued one year (450 clock-hours) or the equivalent of social work experience with appropriate professional supervision. Evidence of effective school social work practice documented by administrative and professional social work evaluation would be required, as would successful completion of the school social work component of the National Teachers' Examination (NTE) which NASW will develop in collaboration with the Educational Testing Service.

Thus far the Commission has received only a few comments on the proposed credential. In the main they are positive, although some have expressed concern over the NTE examination requirement. Further information will be printed in the next Bulletin.

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### School Social Work Survey Initiated

In late May NASW's National Office sent copies of a newly-developed questionnaire to school social workers nationwide. This questionnaire represents the culmination of many months of work by Dr. Paula Allen-Meares of the University of Illinois at Urbana-Champaign, NASW, and the Educational Testing Service.

Developed from a research project conducted by Dr. Meares, the questionnaire is designed to provide an overview of the kinds of tasks, knowledge and skills required by the profession. The questionnaire consists of four parts: 1) Background, 2) Job Responsibilities, 3) Knowledge, Skills and Abilities and 4) Comment by participants.

The information provided by this survey will be used by the Teachers Programs and Services of the Educational Testing Service to develop a national school social workers' examination in conjunction with NASW. Successful completion of this examination will be one of the qualifications required by the new school social work credential being developed by the NASW Education Commission (see preceding article).

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## NASW Communications Network Conference in Hollywood

-Frederick Streeck, School Social Worker, Washington State-

The NASW Communications Network (NCN) has been established by former NASW President Suzanne Dworak-Peck to provide technical consultation for producers, directors and writers who are interested in presenting media projects in a factual and socially responsible manner.

The Network hosted its first annual media conference on May 6 in Hollywood, California and brought together social workers in various practice areas with producers, directors and writers. The Conference was designed to explore ways in which social subjects can be explored through film, television and other media. An important part of the Conference was the presentation of Social Issues ("Si") awards to several media professionals who have demonstrated a commitment to presenting socially responsible topics to the American public. Awards were presented to Leonard Goldenson, past chair of ABC, television producers Gary David Goldberg and Linda Otto, Capital Cities/ABC and PBS for their "Youth Plus" literacy campaign, and television personality Bill Cosby. Linda Otto produced "The Ryan White Story" which covered the exclusion from school of a boy in Indiana suffering from AIDS.

At least three school social workers were in attendance and we had an opportunity to meet and chat with members of the media about what school social workers do in our practice settings.

A toll-free phone number has been set up to link media with technical consultants in over 100 practice specialty areas, including school social work. The consultation services are offered free of charge.

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### STATE NEWS BRIEFS

Actions by the NASW **TEXAS** Chapter and its School Social Work Committee to gain legal recognition in their state are meeting with some success. The term "school social worker" has been added to the Texas Education Code Compensation List, which details the various education professionals available for hire by local school districts with state dollars. This inclusion, which had been requested by NASW Texas Chapter Contact Elsa Wirsching-Guimbarde when she testified on school social work before the Texas Sunset Commission (see the Winter 88/89 Bulletin), was accomplished through a section of the Texas Education Agency Sunset Bill. Another notable achievement was the inclusion in the Bill of a pilot program on dropout intervention strategies for elementary school students. The program calls on school social workers (along with guidance counselors) to address the problem of elementary school students dropping out. The program



also offers a specific definition of school social work: "serving as a case manager by coordinating family, school and community resources; providing counseling or casework for an at-risk student and the student's family to enhance the student's educational experience." The Committee will be monitoring the TEA's implementation of both the compensation list and the pilot program.

The Center for Community Education at Rutgers University's School of Social Work in **NEW JERSEY** recently received funding for a three-year pilot project designed to bring schools and community service agencies to greater cooperation. The project, called Linking Schools and Community Services, consists of two pilot programs, which over a period of two years aim to create linkages between rural and urban schools and community service agencies. These linkages include in-service workshops on such topics as AIDS education and drug use and on-site counseling services from a community mental health center for substance abuse problems. In addition, a handbook on the linkages is being produced. For more information, contact Aleta You Mastny, Project Director, Center for Community Education, School of Social Work, Rutgers, the State University, Kilmer Campus, Building 4087, New Brunswick, NJ 08903. 201/932-3367.

There have been some significant developments for the **TENNESSEE** Association of School Social Work/NASW Task Force on Funding for School Social Work. The Task Force was established in May 1988 in response to a bill which sought to provide Local Education Agencies with the option of hiring either a certified school social worker or a certified elementary guidance counselor. In an attempt to clarify the role of school social workers and avoid confusion with other pupil services personnel such as guidance counselors, the Task Force produced, over the course of five meetings, a report which was distributed at the Fall TASSW Conference. The report concluded that school social work would benefit more from state funding independent from current funding for elementary guidance counselors. The final paragraph of the report, which recommended school social workers be assigned tasks according to their academic degrees, has since been expanded to recommend the continued use of both MSW and BSW school social workers by LEA's. The Task Force presented its findings, together with other relevant information, to the Legislative Oversight Committee last November. Presenters included representatives of both NASW and TASSW. A meeting was also held between Elliot Moore and Ron Lewis of the Task Force and staff of Tennessee's Education Commissioner. Lewis and Moore learned of the Commissioner's inclination to advise the Governor to support the Basic Education Program, which would include school social work positions at the rate of 1 per 2000 students.

A new video is being produced by the **KENTUCKY** Department of Education's Division of Media Resources in collaboration with the Division of Student Services, Unit for Guidance and School Social Work. The video will examine the roles, responsibilities and effectiveness of KY school social workers by following two of

them, Charlotte Reid and Steve Gamble, through a typical working day. The video will also feature interviews with parents and school administrators. The video is expected to be finished by Fall.

The CONNECTICUT State Board of Education Pupil Personnel Consultants and Presidents of various professional state organizations, including CT Association of School Social Work President Ken Cheek and CT School Social Work Consultant Jean Campbell - met on May 15 to air mutual concerns on the state mandate for teacher evaluations. Production of guidelines for pupil support personnel has been delayed to the extent that in some districts the guidelines for teachers are being applied instead. There is concern in the pupil support groups that this will lead to inappropriate procedures by local school boards, such as the use of observation as a means of professional evaluation. The discussion resulted in another meeting being scheduled with the Bureau of Curriculum and Professional Development's Gloria Williams, who had coordinated the development of the teacher guidelines. The discussion will center around the issues needing clarification for the development of individual support programs for supervision and evaluation of the pupil personnel professions. These will be used until the Connecticut Department of Education can develop final guidelines.

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#### Have You Seen These?

Expanding School Social Work through Federal Funding in PL 100-297 is a handbook to be published in August 1989 by NASW. The book will outline funding opportunities for social workers and other pupil services staff made available by the passage of PL 100-297, the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, which will provide approximately \$7 billion in federal aid to schools nationwide. The handbook, commissioned by NASW's Education Commission, was written by Nancy Kober, former staff person to Representative Gus Hawkins, chair of the House Education and Labor Committee. Additional chapters were provided by Toy Watson, chair of NASW's Education Commission, and Dr. Nora Gustavsson, assistant professor at the School of Social Work, University of Illinois at Urbana-Champaign. Expanding School Social Work will be available for \$11.95 prepaid from NASW/Publications Sales, 7981 Eastern Avenue, Silver Spring, MD 20910. 301/565-0333.

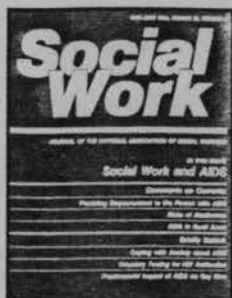
The Carnegie Council on Adolescent Development, a program of the Carnegie Corporation, has just released a report, Turning Points: Preparing American Youth for the 21st Century, which argues that the needs of young adolescents (ages 10-15) are not being met by America's schools. The report was prepared over a two-year period by the Council's Task Force on the Education of Young Adolescents, chaired by David Hornbeck, formerly Maryland School Superintendent. It calls for more attention by middle schools to

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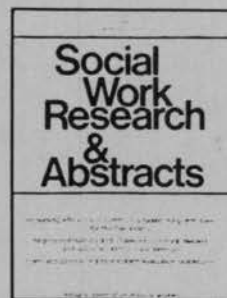


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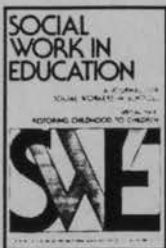


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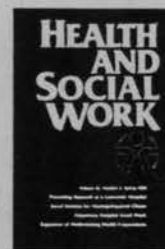


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the unique needs of their students, including the installation of "learning groups" within classrooms and special training for teachers of middle students. The report is available for \$9.95 prepaid from the Carnegie Council on Adolescent Development, 11 Dupont Circle, NW, Washington, DC 20036, 202/265-9080.

NASW's National Center for Social Policy and Practice has released an annotated bibliography listing citations and journal abstracts, reports, studies and handbooks dealing with the effectiveness of school social work. The bibliography, Effectiveness in School Social Work Programs and Practices, is the first in a projected series of informational materials from the Center on topics of interest to social workers. It may be ordered for \$5.95 plus 10% postage and handling from NASW Publication/Sales, 7981 Eastern Avenue, Silver Spring, MD 20910. (301) 565-0333.

The Real Story is a booklet available from the Performance Resource Press, designed to help parents and concerned professionals bring home to students the dangers of drug and alcohol abuse. The Real Story uses cartoon-like graphics to tell the story of a youth's encounter with drugs and his subsequent recovery through therapy. The booklet is available in quantity for roughly 27 cents per copy. For a sample, or for further information, contact the Performance Resource Press, 2145 Crooks Road, Suite 103, Troy, MI 48084. (313) 643-9580.

"School Social Work in Washington State" is a 9 1/2 minute video tape, produced by the Washington Association of School Social Workers which depicts the role of a school social worker, types of services a school social worker provides, and discusses differing sources of funding for school social work positions. The video is intended to be promotional in nature and can be borrowed at no charge from WASSW. For information please contact Amy Johnson, President: WASSW, 32757 29th Avenue, SW, Federal Way, WA 98023.

#### SCHOOL SOCIAL WORK BULLETIN

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# School Social Work Information Bulletin



National Association of Social Workers Inc.  
7981 Eastern Avenue  
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WINTER 1989-90

## The National Education Goals: Their Relevance For Social Workers

For the first time in U.S. history, a set of national education goals has been adopted. At its winter meeting in Washington, DC in late February, 1990, the National Governors' Association (NGA) issued a statement of six ambitious performance goals designed to guide "sweeping fundamental changes in our education system" during the decade ahead so that America can remain competitive in world markets and "our citizens (can) reach their fullest potential."

The process of formulating these goals began at the historic education summit held in Charlottesville, Virginia, in September 1989. President Bush convened that meeting with the nation's governors to discuss the need to improve American education. Increasing concern about the issue had been developing among educators, legislators and business leaders since 1983 when "A Nation at Risk" was published by the National Commission on Excellence in Education. The Charlottesville summit was only the third meeting of its kind in America's history: in 1908 President Theodore Roosevelt held a White House-governors' summit on conservation, and in 1933 in the midst of the Great Depression  
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President Franklin D. Roosevelt summoned the governors to discuss economic recovery. In 1989 and 1990 the pressing issue identified for debate and action by our national and state elected leaders is education.

A summary of the six goals, and some of the more detailed objectives, is as follows:

"Goal 1: Readiness: By the year 2000, all children in America will start school ready to learn." Objectives include ensuring access to high quality and developmentally appropriate preschool programs for all disadvantaged and disabled children, facilitating parent involvement in education and providing the training and support they require to perform this function, and supplementing education with nutrition and health care.

"Goal 2: School Completion: By the year 2000, the high school graduation rate will increase to at least 90%." Objectives include reducing the dropout rate and eliminating the gap in high school graduation rates between students from minority backgrounds and their non-minority counterparts.

"Goal 3: Student Achievement and Citizenship: By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, history, and geography, and every school in America will ensure that all students learn to use their minds well so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy."

"Goal 4: Mathematics and Science: By the year 2000, U.S. students will be first in the world in mathematics and science achievement."

"Goal 5: Adult Literacy and Lifelong Learning: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

"Goal 6: Safe, Disciplined, and Drug-Free Schools: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning." Objectives include the implementation of firm and fair policies on drugs and alcohol, encouraging collaboration between parents, businesses, and community organizations, and developing comprehensive K-12 drug and alcohol prevention programs to be taught within health education, and organizing "community-based teams --- to provide students and teachers with needed support" (National Governors' Association, 1990).

Recurrent themes within the goal statement are:

o Parent involvement in education facilitated by access to the "support and training" parents need, particularly in "poor and undereducated families."

- o A focus on the needs of "a diverse body of students," particularly those at risk of academic failure.
- o Ensuring equity as well as excellence in education: "We must ensure that a significant number of students from all races, ethnic groups and income levels are among our top performers."
- o Fundamental school restructuring: "as steps are taken to better prepare children for schools, we must also better prepare schools for children."
- o A focus on performance outcomes, accurately assessed, rather than merely following procedures.
- o A greater federal emphasis on programs that target youth at risk from preschool onwards.
- o Community involvement including public-private partnerships to combat illiteracy.
- o Quality teaching which reflects the cultural diversity of our nation.

Reaction to the goals has been mixed. Some goals - like the math-science goal - seem unrealistic. Formidable obstacles seem to exist to the attainment of others, for example, the potential resistance of local school boards to restructuring, and insufficient funding for programs such as Head Start and Chapter 1. Yet, clearly the goals are being taken seriously by the governors of all states, the administration, and the business community. The Business Roundtable, an organization of the CEOs of 201 of the largest corporations in the U.S., is pairing its individual members with each of the governors in the pursuit of achieving the goals through educational restructuring.

What is social work's role in this national movement? It is noteworthy that while the recommendations in "A Nation at Risk" seven years ago were mainly academic, with a lesser emphasis on the problems of discipline and attendance and the needs of the "socio-economically disadvantaged, minority and language minority students, and the handicapped," three out of the six 1990 goals address issues relevant to social work. These goals are the readiness or pre-school goal with its focus on parental involvement, the dropout or school completion goal, and the goal of "safe, disciplined and drug-free schools." Social workers, both in the schools and in community agencies, have a role to play in the attainment of all these goals.

Administrators and teachers need social workers to help them deal with the myriad social and personal problems facing students and their families which interfere with education. At the same time school social workers must identify with the educational purpose of the school. Like educators, they will become more accountable not only for the services they deliver but for the educational outcomes of those services.

NASW contributed a set of recommendations to the briefing materials provided to the summit participants. Several state associations of school social workers participated in state education forums organized by their governors. NASW is continuing its contact with the NGA at the national level. Social workers must mobilize at the state level to contribute their expertise as communities, educators, policy makers and businessmen develop strategies to implement the national education goals by the year 2000.

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National Conference for School Social Workers in Boston  
November 14-17, 1990

For the fifth time since 1978, school social workers from across the nation will gather in Boston in November 1990 to discuss state-of-the-art developments in school social work practice and latest trends in relevant national policies. The occasion will be NASW's annual conference, Social Work '90: The Meeting of the Profession which this year will have school social work as one of its four focused tracks. The other three are child welfare, clinical social work and management. Conference plenary speakers are social workers Barbara Solomon of California and Sol Gothard of Louisiana.

As in Philadelphia in 1988, the school social work piece of the conference will feature master classes, invitational sessions and forty presentations submitted by social workers in the field and selected on a competitive basis by a process of peer review. This year the conference planning was done by the NASW Commission on Education whose chair, Simon Dominguez, served on the Central Conference Planning Committee chaired by Manuel Fimbres of California. The Commission decided to focus on "clusters" of sessions around particular topics so that the conference could provide intensive continuing education experiences for social workers in schools. Clusters cover P.L. 99-457, Early Intervention Services for Handicapped Infants and Toddlers, school programs for children and youth affected by substance abuse, special education with a focus on learning disabilities and attention deficit learners, dropouts, and serving multi-cultural and multi-ethnic students and their families. Another goal of the program is to provide comprehensive coverage of current issues in the schools such as parent involvement, AIDS, teen parenting, homelessness, child abuse, models of school restructuring, gifted students, crisis teams, grief work, and several others. Several sessions address legislative issues and lobbying for social workers, as well as research and publishing in school social work.

Leading scholars and practitioners in school social work will be featured, including Paula Allen-Meares (IL), Nancy Feyl Chavkin (TX), Norma Radin (MI), Marie Weil (NC), Lorraine Davis (WI), Shirley McDonald (IL), Richard Barth (CA), Marianne Pennekamp (CA), Edith Freeman (KS), Emilie Barrileaux Coulter (LA) and David Kurtz (GA).



An innovation of this conference will be a three-hour session for all school social work participants entitled A National Leadership Forum. Two prominent speakers will address the group on national policy trends: David Hornbeck, former President of the Council of Chief State School Officers, and Representative Major Owens (D-NY), a prominent member of the House Education and Labor Committee and a primary sponsor of the updated special education legislation to be passed this year (to be confirmed). Reports will then be presented by school social work leaders from around the country, such as Simon Dominguez, Chair of the NASW Commission on Education; Jim Clark, President of the National Council of State Consultants in School Social Work; and Elaine Fliesser, President of the Midwest School Social Work Council; and others.

The program promises to be exciting, relevant and useful.

COME TO THE MEETING OF YOUR PROFESSION! INFLUENCE OTHERS,  
ESTABLISH NETWORKS, EARN CEU CREDIT, LEARN!  
COME TO BOSTON IN NOVEMBER 1990!

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#### Congress Recommends Changes in Education of the Handicapped Act

The triennial reauthorization of the discretionary programs in the Education of the Handicapped Act is currently progressing through Congress (P.L. 94-142, Part B of the Act, is permanently authorized and does not come up for review). The Senate passed its version late in 1989 and the House is currently working on its draft.

It is almost certain that the title of the statute will be changed to the Education of Individuals with Disabilities Act; and the word "handicapped" will be replaced by "disabled" whenever it appears in the existing legislation.

Another change passed by the Senate and proposed in the House bill is the addition of the term "social work services" to the list of "related services" named in the statute. At present, social work services are defined only in the federal regulations implementing the Act (34 Code of Federal Regulations 300.13).

In its report No. 101-204 to S.1824, the Senate Committee on Labor and Human Resources states:

The Committee has been informed that problems persist in providing social work services as a related service necessary to ensure a free appropriate public education under the Act for Children and Youth with Disabilities ... According to the OSEP (Office of Special Education Programs, U.S. Dept. of Education) survey of expenditures for special education and related services, completed in 1988, only 40% of local educational agencies provide social work services. Because of the role school social workers play in special education - assisting children with disabilities to adapt to their educational environments,

helping parents of children with disabilities to understand their child's disabling condition and the availability of special education services and supportive community resources, and in providing assessment and counseling services - the Committee feels that it is critical that schools make appropriate use of their services. The Committee urges the Secretary to ensure that state and local educational agencies provide social work services when needed, and base IEP recommendations on the individual students' need for social work services, and not the perceived availability of such services.

In summary, the Senate bill makes provision for the following objectives: (1) to improve the dissemination of knowledge produced by programs under the Act; (2) to address the shortage of qualified personnel, including related services personnel; (3) to improve outreach and services to students from diverse racial, ethnic and linguistic backgrounds; (4) to provide transition services for students leaving early intervention or special education programs; and (5) to improve services for students categorized as "seriously emotionally disturbed." Both Senate and House bills add two categories to the definition of "children with disabilities," that is, autism and traumatic brain injury.

The House bill makes provision for interdisciplinary personnel training grants to assist in coordinating service provisions between special educators and related services personnel. It also proposes a new school-based model demonstration program to "provide the services of an ombudsman to assist in resolving problems which are barriers to appropriate educational, related services, or other services for children and youth with disabilities." Social workers are named in the bill as one category of persons who shall provide such ombudsman and dispute mediation services.

A very significant amendment to the bill has been offered by Representative Major Owens (D-NY) who chairs the House Subcommittee on Select Education and has primary sponsorship of the legislation. This involves the prohibition of corporal punishment against children with disabilities with the exception of the use of reasonable physical restraint when required.

The House is currently holding hearings on the bill. It is hoped that the final reauthorization will be promulgated by the summer.

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#### News of the NASW Commission on Education

The newly-constituted Commission held its first meeting at the NASW National office in November, 1989. Simon Dominguez, Associate Dean of the School of Social Work at San Jose State University, is the new Chair. He has been active for many years with the California Chapter of NASW and the California Association of School Social Workers, and served on the editorial board of Social Work in Education.

NASW President Richard Edwards, Dean of Case Western Reserve University's Mandel School of Applied Social Sciences, also appointed two new members to the Commission for three-year terms: Joan Harris is the Educational Specialist, Supervisor and Administrator, for school social work in the Baltimore City Public Schools, Maryland; and from Florida comes Carol Smith who is the Director of the School Social Work and Attendance Department in the Broward County schools north of Miami. Each brings a great deal of experience and expertise to the Commission and we welcome them on board.

Since the fall, the Commission has been fortunate to have the services of a second-year MSW student intern from The Catholic University of America School of National Social Service. Debbie Haskins has worked in special education and runaway youth programs for several years, and has added a great deal to the Commission's program at NASW. We were also sad to say goodbye to Mary McWhinney, an experienced school social worker from Ottawa, who had been volunteering one day a week in our program. In January she organized a seminar on Confidentiality in School Social Work Practice with a group of school social workers from the region surrounding Washington, DC. She plans to write a position paper on the topic and will present it at the NASW conference in Boston in November, 1990. Mary has been a great asset to NASW, and we deeply appreciate her contribution. We wish her well in her new full-time position in foster care in a Washington, DC agency.

Several Commission projects are making progress and moving towards completion:

- o The joint position statement on pupil services teamwork in the schools should be available shortly. Representatives from the American School Counselors Association (ASCA), the American Association of Counseling and Development (AACD), the National Association of School Psychologists (NASP), and NASW met in January to discuss the paper further. We hope that all involved will approve the final draft by April 1990.

- o The National Coalition of Advocates for Students in Boston is also in the final stages of gaining approval for its statement on Guidelines for HIV and AIDS Student Services.

The Commission approved the statement, jointly formulated with AACD, NASP, health educators and school nurses. The Centers for Disease Control which funded the project is currently reviewing the document. Endorsements have come from the National Council of State Consultants on School Social Work and the Midwest School Social Work Council.

- o With the goal of increasing educational offerings in school social work within accredited schools of social work, the Commission mailed a detailed memorandum on the subject to the deans and directors of all masters level schools in the country. This provided information about developments in education and federal funding available to support training and employment of

school social workers, for example P.L. 100-297 and the Education of the Handicapped Act. A short survey was included. Responses will enable the Commission to form a network of academics interested in school social work. During their November meeting, Chair Dominguez and Commissioners Smith and Laurence met with Don Beless, Executive Director of the Council on Social Work Education to discuss this issue further. The Commission plans to continue this project.

o The NASW Competence Certification Commission is having a series of meetings with the Education Commission to refine the details of the specialized credential in school social work which NASW has been planning for some time. A statement of the criteria will be available shortly.

o The Educational Testing Service (ETS) has completed its national survey of school social workers utilizing an instrument originally developed by Dr. Paula Allen-Meares of the University of Illinois, Urbana-Champaign, and modified by a panel of subject-matter experts selected by NASW. Bob Goodwin of Kansas, Fred Streeck (Washington), Toy Watson (VA), Katie Hart (GA), Dick Marx (WI), Jean Capps (NC), Audray Reese (MN), Jane McGrath (MA) and John Schurman (PA) attended a meeting at NASW in early March to review the results of the survey with ETS and NASW staff. These will form the basis for developing a school social work test as part of the National Teachers Examination (NTE). A Test Committee will be appointed by ETS to advise on test development, and later a larger group of item-writers will be selected by the Princeton-based company based on nominations from professional school social workers. Passing this test will be one of the criteria for the awarding of the NASW credential. The first administration of the test will probably take place in November 1991. Further details will be made available as soon as possible.

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#### Update on The Implementation of P.L. 100-297

The significance of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 has been detailed in past issues of this Bulletin. As its implementation continues, several interesting developments for school social workers have occurred:

o Bob Goodwin, Coordinator of Social Services in the Wichita Public School, reports that his school system has funded several new positions for school social workers through monies from P.L. 100-297. These include three positions in Chapter 1 preschool classrooms and an Even Start position. Wichita is continuing to explore other funding opportunities through this omnibus education act.

o Nancy Feyl Chavkin, Ph.D., ACSW and Karen D. Brown, Ph.D., ACSW of Walter Richter Institute of Social Work at Southwest Texas State University in San Marcos, Texas, have been awarded almost half a million dollars in a federal grant under the Schools and Teachers Program of FIRST, the Fund for the

Improvement and Reform of Schools and Teaching (Sections 3201-3243 of the Act). The Richter Institute of Social Work collaborated with the San Marcos Consolidated Independent School District to form the Coalition for PRIDE (Positive Responsible Individuals Desiring an Education), which will address community problems such as poverty, limited English proficiency, drug/alcohol addiction and juvenile delinquency to lower the drop out rate of 30% in San Marcos. The comprehensive plan focuses on prevention, intervention and recovery, and involves close ties with local businesses and community agencies.

o School social workers were represented at a series of regional meetings held by the Department of Education to address program improvement in Chapter 1 schools. Hawkins-Stafford was a major turning point in the 25-year history of Chapter 1 because it requires reports on the progress of disadvantaged students. Recent surveys by the Department of Education and a U.S. Congressional committee found that about 9% of Chapter 1 compensatory education programs failed to meet student achievement goals and are now identified for program improvement involving remedial plans and technical assistance from state education agencies. It is estimated that about 4,000 local programs have been targeted. According to P.L. 100-297 and the implementing regulations for Chapter 1 published in the Federal Register on May 19, 1989, school social workers, as "qualified personnel" who can be employed with Chapter 1 monies, can be involved in program improvement initiatives. These initiatives must involve a review of the parent involvement component of the program. School social workers are strongly advised to become familiar with all these provisions. Details are included in NASW's publication Expanding School Social Work Through Federal Funding in P.L. 100-297. An order form is available at the end of this issue of the Bulletin.

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#### State News Briefs

ILLINOIS Governor James R. Thompson has signed into law HB 366 (now Public Act 86-0303) incorporating a definition of school social work services in the Illinois State Code and adding individualized social work services to the definition of compensatory education programs. The Code states: "School Social Worker" means a social worker who has graduated with a master's or higher degree in social work from an accredited graduate school of social work and who has such additional qualifications as may be required by the State Board of Education and who holds a School Service Personnel Certificate endorsed for school social work. School social workers may make evaluations, recommendations or interventions regarding the placement of children in educational programs or special education classes. However, a school social worker shall not provide such services outside his or her employment to any student in the district or districts which employ such school social worker.

In a survey done last Fall, the State Board of Education identified approximately 100 school social work vacancies

available to those seeking employment in ILLINOIS public schools. This indicates yet another increase over years past in the number of jobs available to school social workers. Jobs are everywhere, not just in rural areas of the state. People looking for a job should contact Vaughn Morrison or Blanca Pacia, P.O. Box 2072, Northlake, IL 60164.

The Illinois Association of School Social Workers (IASSW) has adopted a Position Statement on Contractual Agreements. It states that school social work services should be provided by qualified school social workers employed by local school districts or special education cooperatives. Contractual arrangements with non-school social workers should be entered into only to provide specified services in extraordinary circumstances for limited periods of time. In every case involving contractual services, the worker employed should meet all qualifications for school social workers. These include possession of the MSW degree, a type 73 certificate endorsed for school social work, and applicable state licensure. Contractual services should be used only to comply with federal or state mandates when the number of employed staff is inadequate and only until a sufficient number of qualified staff can be employed to provide the necessary services.

School social workers employed by the local education agency are more effective in providing service than contractual workers. They are familiar with the educational system and have established working relationships with other staff members, students, and families. They can provide continuity from evaluation to delivery of services, thus benefiting students, families, and school staff members.

In situations where contractual services must be arranged, it is important that there be a clear understanding between the contractual worker and the local education agency on issues of mandated services, liability, and supervision.

Therefore, except in extraordinary circumstances, IASSW advocates the provision of school social work services by school social workers employed directly by local education agencies or special education cooperatives.

**The School Social Workers Association of GEORGIA and the TENNESSEE Association of School Social Workers** are working to have school social workers included in the Southern Association of Colleges and Schools (SACS) Standards. SACS is a regional accreditation organization and it is vital that all school social worker groups in the region participate. This is another way to give the school social work profession recognition as an integral part of the educational process. Eleven southern states are represented in SACS: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia. For further information contact Elena Ponce DeLeon at 4010 King Springs Road, Smyrna, GA 30082.

In another development in the south, six states - Georgia, Kentucky, North Carolina, South Carolina, Tennessee and Virginia

- met in Knoxville in November and formed a Southeastern School Social Work Council (SESSWC). Elected officers include President, Joseph Swack (VA); Vice-President, Lynn Lewis (KY); and Secretary-Treasurer, Charlotte Bailey (VA). Each state association pledged to contribute \$150 and is entitled to send three delegates to Council meetings. NASW has been invited to send a delegate from the Education Commission. The Council's goal is to "promote professional excellence among those who practice school social work."

Another regional group of school social workers was formed in March. With a state grant for personnel preparation, Frederick Streeck of Washington convened a leadership meeting of school social workers from California, Oregon, New Mexico, Colorado, Utah, Montana, Idaho, Arizona, Alaska, Hawaii, Wyoming and Nevada. Reports on each state were presented and the group decided to establish a Western Alliance of School Social Work Organizations as an informal collective to provide professional support. No officers were elected but Fred Streeck agreed to continue as the conduit for letters and information. The group plans to convene another meeting next Spring in Arizona in conjunction with the NASW Chapter conference.

A group of school social workers in **NEW HAMPSHIRE** has been meeting throughout this past year. After carefully reviewing several models for organizing, the group voted to be formally connected to the New Hampshire Chapter of NASW and follow the "Commission" model that has been established at the national level. For more information, please contact Carol Herzig, 10 Grafton Street, Lisbon, NH 03585 (603) 838-5545, or Bernadette Pelczar, 7 Morton St., Concord, NH 03301 (603) 224-2480.

The School Social Work Committee of the NASW **RHODE ISLAND** Chapter has begun to work with the Basic Education Plan Committee of the Rhode Island Department of Education and members of its Department of Special Education. The focus of the work is to help the Committee define quality programming for school social work in the Basic Education Plan. In the past, school social work advocacy efforts have focused on reducing the ratio of school social workers in special education. The current work potentially broadens the scope to examine the school social worker's role in regular education. The Rhode Island NASW Committee wishes to consult with other states regarding roles and ratios for school social workers per student population. Please send information to Patricia Klibanoff, ACSW, RISW, 297 President Avenue, Providence, RI 02906.

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#### Have You Seen These?

Primary Prevention and Promotion in the Schools, edited by Lynne A. Bond and Bruce E. Compas, both at University of Vermont, Burlington. In this book, a group of distinguished educators and mental health professionals presents examples of theory-based prevention programs which have proven highly successful in

schools. Primary Prevention of Psychopathology, Volume 12 1989 (Summer), 440 pages, \$39.95. Published by Sage Publications Inc., Newbury Park, CA 91320.

A Stitch in Time: Helping Young Mothers Complete High School fills a gap in the literature on teenage mothers and education. This book reviews the current situation of pregnant and parenting students and how schools are responding to them. Integrating recent research on strategies to assist this population, A Stitch in Time provides recommendations on how educators, youth-service providers, and community activists can work together to reduce institutional barriers to school completion by pregnant and parenting students. This book provides essential information for the successful implementation of the Family Support Act teenage parent education provisions. To order send \$10 to Ms Marjorie Webster, Publications Department, Academy for Educational Development, 1255 23rd St., N.W., Washington, DC 20037 (202) 862-1900.

In The Beginning: Development in the First Two Years, by Judy F. Rosenblith, Wheaton College, and Judith E. Sims-Knight, Southeastern Massachusetts University. This book is a welcome addition to the expanding knowledge base necessary to respond to infant/toddler and parent needs in early intervention programs including those provided by P.L. 99-457. Research shows that social workers need to supplement their knowledge in this area. Sage Edition: 1989 (Spring), 580 pages, \$35.00. Sage Publications Inc., Newbury Park, CA 91320.

Halfway There, the award-winning, professional theatre presentation dealing with teen-age substance abuse, has reached more than 400,000 individuals in school and community performances throughout the United States since its inception in 1983. This is more than just a dramatization. Study Guides are provided to teachers and counselors for follow-up work, and the actors are specially trained to conduct "conflict resolution workshops" in the classrooms. For more information, call Judy Lorkowski, Periwinkle National Theatre For Young Audiences, 19 Clinton Avenue, Monticello, NY 12701 (914) 794-1666.

The Institute for Mental Health Initiatives is sponsoring a teleconference on anger management in the school. The interactive broadcast will include role plays, practical advice and skill for conducting anger management workshops, teaching anger management to adults working with young people and teaching anger management to young people. Participants will be encouraged to call in with questions and comments to a panel of experts on anger management with adolescents and in the schools. The teleconference is scheduled to be broadcast in the Fall of 1990. Contact the Institute for Mental Health Initiatives at 4545 42nd Street, N.W., Suite 311, Washington, DC 20016 for further information on how your group can sign up to become part of this teleconference.

Someone at School Has AIDS: A Guide to Developing Policies for Students and Staff Members Who are Infected with HIV, was released September 1989 by the National Association of State



Boards of Education, which developed the book in conjunction with the Centers for Disease Control. There are some key goals behind publication of this new book on the AIDS crisis: No more incidents as in Arcadia, Florida; no more students banned from school or caged in a glass booth; no more school staff harassed or fired. For more information contact: Tim Callahan, National Association of State Boards of Education. 1012 Cameron Street, Alexandria, VA 22314 (703) 684-4000.

Family Support, Education and Involvement: A Guide for State Action is a report released recently by the Council of Chief State School Officers. Developed by a task force of state superintendents of education, the report offers recommendations for the development of a comprehensive policy of family involvement, support and education and a catalogue of existing initiatives in this area. A central theme of the report is that state education agencies must become the prime movers in connecting schools with health and social services. Recommendations include making resources available to hire "school-family liaisons" to establish family centers, and to provide the services of psychologists and social workers in schools. The report costs \$10, and is available from CCSSO's Resource Center on Educational Equity, 379 Hall of the States, 400 North Capitol Street, N.W., Washington, DC 20001.

New Partnerships, Education's Stake in the Family Support Act of 1988. This important publication highlights the aspects of the Family Support Act that are relevant to both the education and public welfare communities, describes the opportunities that FSA offers for both systems to meet their own shared goals for populations at risk, and emphasizes the importance and benefits of collaboration. Copies are available from WTG, 1001 Connecticut Avenue, N.W., Suite 301, Washington, DC 20036-5541 for a handling charge of \$1.00 each, postpaid.

A Resource Guide for Oregon Educators on Developing Student Responsibility and A Principal's Handbook for Serving At Risk Youth in Crisis. Developed by Judi Edwards and Cory Dunn in collaboration with education and community representatives, these publications are excellent resources. The first deals with behavior management alternatives, while the second one addresses the areas of suicide, child abuse, substance abuse and relevant community resources. Copies are available for \$3.50 each from the Publications Sales Clerk at (503) 378-3589.

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#### Staff Changes at NASW

Jason Rubis, who had been a highly competent administrative aide to the Commission on Education program at NASW for three years, left NASW in December. He is greatly missed.

At present, Ms Gilda Knight is working in this position in a half-time capacity. We warmly welcome her on board!

SCHOOL SOCIAL WORK BULLETIN

Due to the many demands on my time, coupled with reduced secretarial support, the School Social Work Information Bulletin will be published only once in FY 1989-90. The organization is attempting to downsize its operation for fiscal year 1990-1991 and it is unclear at this time just what the impact will be on future Bulletins.

EDUCATION COMMISSION

Simon Dominguez, Chair - CA  
Ronne Bassman - NJ  
Jim Clark - IA

Joan Harris - MD  
Virginia Laurence - NV  
Carol Smith - FL

Staff: Isadora Hare, ACSW  
Debbie Haskins, Student Intern  
Gilda Knight, Administrative Aide

# NEW

## EXPANDING SCHOOL SOCIAL WORK THROUGH FEDERAL FUNDING IN P.L. 100-297

In April 1988, the most substantial federal school aid bill of the 1980's was signed into law. This legislation, the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, represents approximately \$7 billion in federal aid, creates more than a dozen new programs, and raises the funding ceiling of a multitude of programs.

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\*ESEA = Elementary and Secondary Education Act of 1965 as amended by P.L. 100-297.

This is an important handbook for social workers, pupil services personnel, guidance counselors, school psychologists, and all other pupil services colleagues. Produced by the NASW Commission on Education.

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August 1989  
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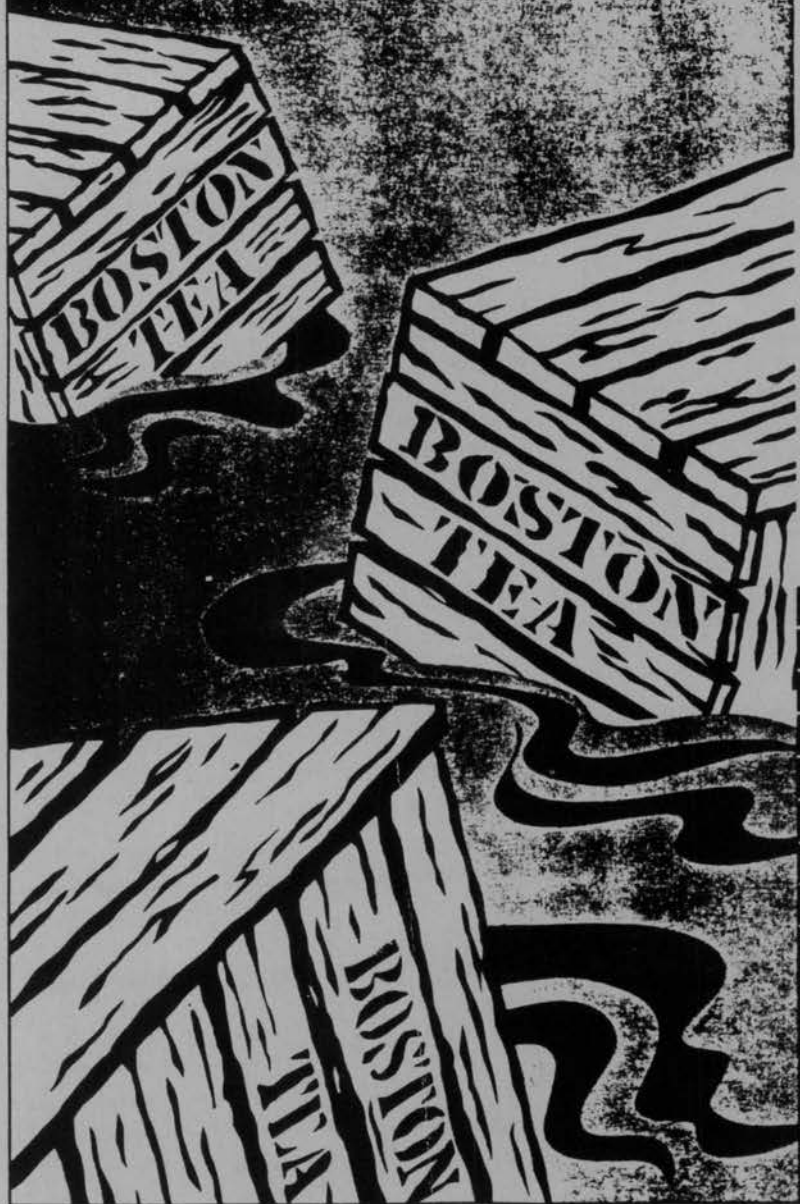
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\* An early bird flyer with preliminary information will be in the May issue of NASW News. To receive the advance program with complete details, hot off the press in July, complete this form and return it to NASW, Marketing Dept., 7981 Eastern Avenue, Silver Spring, MD 20910. Or call, 301-565-0333 or 1-800-638-8799 and ask for the Conference Office.

# School Social Work Information Bulletin



National Association of Social Workers Inc.  
7981 Eastern Avenue  
Silver Spring, Maryland 20910



WINTER 1989-90

## The National Education Goals: Their Relevance For Social Workers

For the first time in U.S. history, a set of national education goals has been adopted. At its winter meeting in Washington, DC in late February, 1990, the National Governors' Association (NGA) issued a statement of six ambitious performance goals designed to guide "sweeping fundamental changes in our education system" during the decade ahead so that America can remain competitive in world markets and "our citizens (can) reach their fullest potential."

The process of formulating these goals began at the historic education summit held in Charlottesville, Virginia, in September 1989. President Bush convened that meeting with the nation's governors to discuss the need to improve American education. Increasing concern about the issue had been developing among educators, legislators and business leaders since 1983 when "A Nation at Risk" was published by the National Commission on Excellence in Education. The Charlottesville summit was only the third meeting of its kind in America's history: in 1908 President Theodore Roosevelt held a White House-governors' summit on conservation, and in 1933 in the midst of the Great Depression

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President Franklin D. Roosevelt summoned the governors to discuss economic recovery. In 1989 and 1990 the pressing issue identified for debate and action by our national and state elected leaders is education.

A summary of the six goals, and some of the more detailed objectives, is as follows:

"Goal 1: Readiness: By the year 2000, all children in America will start school ready to learn." Objectives include ensuring access to high quality and developmentally appropriate preschool programs for all disadvantaged and disabled children, facilitating parent involvement in education and providing the training and support they require to perform this function, and supplementing education with nutrition and health care.

"Goal 2: School Completion: By the year 2000, the high school graduation rate will increase to at least 90%." Objectives include reducing the dropout rate and eliminating the gap in high school graduation rates between students from minority backgrounds and their non-minority counterparts.

"Goal 3: Student Achievement and Citizenship: By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, history, and geography, and every school in America will ensure that all students learn to use their minds well so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy."

"Goal 4: Mathematics and Science: By the year 2000, U.S. students will be first in the world in mathematics and science achievement."

"Goal 5: Adult Literacy and Lifelong Learning: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

"Goal 6: Safe, Disciplined, and Drug-Free Schools: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning." Objectives include the implementation of firm and fair policies on drugs and alcohol, encouraging collaboration between parents, businesses, and community organizations, and developing comprehensive K-12 drug and alcohol prevention programs to be taught within health education, and organizing "community-based teams --- to provide students and teachers with needed support" (National Governors' Association, 1990).

Recurrent themes within the goal statement are:

o Parent involvement in education facilitated by access to the "support and training" parents need, particularly in "poor and undereducated families."

- o A focus on the needs of "a diverse body of students," particularly those at risk of academic failure.
- o Ensuring equity as well as excellence in education: "We must ensure that a significant number of students from all races, ethnic groups and income levels are among our top performers."
- o Fundamental school restructuring: "as steps are taken to better prepare children for schools, we must also better prepare schools for children."
- o A focus on performance outcomes, accurately assessed, rather than merely following procedures.
- o A greater federal emphasis on programs that target youth at risk from preschool onwards.
- o Community involvement including public-private partnerships to combat illiteracy.
- o Quality teaching which reflects the cultural diversity of our nation.

Reaction to the goals has been mixed. Some goals - like the math-science goal - seem unrealistic. Formidable obstacles seem to exist to the attainment of others, for example, the potential resistance of local school boards to restructuring, and insufficient funding for programs such as Head Start and Chapter 1. Yet, clearly the goals are being taken seriously by the governors of all states, the administration, and the business community. The Business Roundtable, an organization of the CEOs of 201 of the largest corporations in the U.S., is pairing its individual members with each of the governors in the pursuit of achieving the goals through educational restructuring.

What is social work's role in this national movement? It is noteworthy that while the recommendations in "A Nation at Risk" seven years ago were mainly academic, with a lesser emphasis on the problems of discipline and attendance and the needs of the "socio-economically disadvantaged, minority and language minority students, and the handicapped," three out of the six 1990 goals address issues relevant to social work. These goals are the readiness or pre-school goal with its focus on parental involvement, the dropout or school completion goal, and the goal of "safe, disciplined and drug-free schools." Social workers, both in the schools and in community agencies, have a role to play in the attainment of all these goals.

Administrators and teachers need social workers to help them deal with the myriad social and personal problems facing students and their families which interfere with education. At the same time school social workers must identify with the educational purpose of the school. Like educators, they will become more accountable not only for the services they deliver but for the educational outcomes of those services.

NASW contributed a set of recommendations to the briefing materials provided to the summit participants. Several state associations of school social workers participated in state education forums organized by their governors. NASW is continuing its contact with the NGA at the national level. Social workers must mobilize at the state level to contribute their expertise as communities, educators, policy makers and businessmen develop strategies to implement the national education goals by the year 2000.

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National Conference for School Social Workers in Boston  
November 14-17, 1990

For the fifth time since 1978, school social workers from across the nation will gather in Boston in November 1990 to discuss state-of-the-art developments in school social work practice and latest trends in relevant national policies. The occasion will be NASW's annual conference, Social Work '90: The Meeting of the Profession which this year will have school social work as one of its four focused tracks. The other three are child welfare, clinical social work and management. Conference plenary speakers are social workers Barbara Solomon of California and Sol Gothard of Louisiana.

As in Philadelphia in 1988, the school social work piece of the conference will feature master classes, invitational sessions and forty presentations submitted by social workers in the field and selected on a competitive basis by a process of peer review. This year the conference planning was done by the NASW Commission on Education whose chair, Simon Dominguez, served on the Central Conference Planning Committee chaired by Manuel Fimbres of California. The Commission decided to focus on "clusters" of sessions around particular topics so that the conference could provide intensive continuing education experiences for social workers in schools. Clusters cover P.L. 99-457, Early Intervention Services for Handicapped Infants and Toddlers, school programs for children and youth affected by substance abuse, special education with a focus on learning disabilities and attention deficit learners, dropouts, and serving multi-cultural and multi-ethnic students and their families. Another goal of the program is to provide comprehensive coverage of current issues in the schools such as parent involvement, AIDS, teen parenting, homelessness, child abuse, models of school restructuring, gifted students, crisis teams, grief work, and several others. Several sessions address legislative issues and lobbying for social workers, as well as research and publishing in school social work.

Leading scholars and practitioners in school social work will be featured, including Paula Allen-Meares (IL), Nancy Feyl Chavkin (TX), Norma Radin (MI), Marie Weil (NC), Lorraine Davis (WI), Shirley McDonald (IL), Richard Barth (CA), Marianne Pennekamp (CA), Edith Freeman (KS), Emilie Barrileaux Coulter (LA) and David Kurtz (GA).



An innovation of this conference will be a three-hour session for all school social work participants entitled A National Leadership Forum. Two prominent speakers will address the group on national policy trends: David Hornbeck, former President of the Council of Chief State School Officers, and Representative Major Owens (D-NY), a prominent member of the House Education and Labor Committee and a primary sponsor of the updated special education legislation to be passed this year (to be confirmed). Reports will then be presented by school social work leaders from around the country, such as Simon Dominguez, Chair of the NASW Commission on Education; Jim Clark, President of the National Council of State Consultants in School Social Work; and Elaine Fliesser, President of the Midwest School Social Work Council; and others.

The program promises to be exciting, relevant and useful.

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#### Congress Recommends Changes in Education of the Handicapped Act

The triennial reauthorization of the discretionary programs in the Education of the Handicapped Act is currently progressing through Congress (P.L. 94-142, Part B of the Act, is permanently authorized and does not come up for review). The Senate passed its version late in 1989 and the House is currently working on its draft.

It is almost certain that the title of the statute will be changed to the Education of Individuals with Disabilities Act; and the word "handicapped" will be replaced by "disabled" whenever it appears in the existing legislation.

Another change passed by the Senate and proposed in the House bill is the addition of the term "social work services" to the list of "related services" named in the statute. At present, social work services are defined only in the federal regulations implementing the Act (34 Code of Federal Regulations 300.13).

In its report No. 101-204 to S.1824, the Senate Committee on Labor and Human Resources states:

The Committee has been informed that problems persist in providing social work services as a related service necessary to ensure a free appropriate public education under the Act for Children and Youth with Disabilities ... According to the OSEP (Office of Special Education Programs, U.S. Dept. of Education) survey of expenditures for special education and related services, completed in 1988, only 40% of local educational agencies provide social work services. Because of the role school social workers play in special education - assisting children with disabilities to adapt to their educational environments,

helping parents of children with disabilities to understand their child's disabling condition and the availability of special education services and supportive community resources, and in providing assessment and counseling services - the Committee feels that it is critical that schools make appropriate use of their services. The Committee urges the Secretary to ensure that state and local educational agencies provide social work services when needed, and base IEP recommendations on the individual students' need for social work services, and not the perceived availability of such services.

In summary, the Senate bill makes provision for the following objectives: (1) to improve the dissemination of knowledge produced by programs under the Act; (2) to address the shortage of qualified personnel, including related services personnel; (3) to improve outreach and services to students from diverse racial, ethnic and linguistic backgrounds; (4) to provide transition services for students leaving early intervention or special education programs; and (5) to improve services for students categorized as "seriously emotionally disturbed." Both Senate and House bills add two categories to the definition of "children with disabilities," that is, autism and traumatic brain injury.

The House bill makes provision for interdisciplinary personnel training grants to assist in coordinating service provisions between special educators and related services personnel. It also proposes a new school-based model demonstration program to "provide the services of an ombudsman to assist in resolving problems which are barriers to appropriate educational, related services, or other services for children and youth with disabilities." Social workers are named in the bill as one category of persons who shall provide such ombudsman and dispute mediation services.

A very significant amendment to the bill has been offered by Representative Major Owens (D-NY) who chairs the House Subcommittee on Select Education and has primary sponsorship of the legislation. This involves the prohibition of corporal punishment against children with disabilities with the exception of the use of reasonable physical restraint when required.

The House is currently holding hearings on the bill. It is hoped that the final reauthorization will be promulgated by the summer.

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#### News of the NASW Commission on Education

The newly-constituted Commission held its first meeting at the NASW National office in November, 1989. Simon Dominguez, Associate Dean of the School of Social Work at San Jose State University, is the new Chair. He has been active for many years with the California Chapter of NASW and the California Association of School Social Workers, and served on the editorial board of Social Work in Education.

NASW President Richard Edwards, Dean of Case Western Reserve University's Mandel School of Applied Social Sciences, also appointed two new members to the Commission for three-year terms: Joan Harris is the Educational Specialist, Supervisor and Administrator, for school social work in the Baltimore City Public Schools, Maryland; and from Florida comes Carol Smith who is the Director of the School Social Work and Attendance Department in the Broward County schools north of Miami. Each brings a great deal of experience and expertise to the Commission and we welcome them on board.

Since the fall, the Commission has been fortunate to have the services of a second-year MSW student intern from The Catholic University of America School of National Social Service. Debbie Haskins has worked in special education and runaway youth programs for several years, and has added a great deal to the Commission's program at NASW. We were also sad to say goodbye to Mary McWhinney, an experienced school social worker from Ottawa, who had been volunteering one day a week in our program. In January she organized a seminar on Confidentiality in School Social Work Practice with a group of school social workers from the region surrounding Washington, DC. She plans to write a position paper on the topic and will present it at the NASW conference in Boston in November, 1990. Mary has been a great asset to NASW, and we deeply appreciate her contribution. We wish her well in her new full-time position in foster care in a Washington, DC agency.

Several Commission projects are making progress and moving towards completion:

- o The joint position statement on pupil services teamwork in the schools should be available shortly. Representatives from the American School Counselors Association (ASCA), the American Association of Counseling and Development (AACD), the National Association of School Psychologists (NASP), and NASW met in January to discuss the paper further. We hope that all involved will approve the final draft by April 1990.

- o The National Coalition of Advocates for Students in Boston is also in the final stages of gaining approval for its statement on Guidelines for HIV and AIDS Student Services.

The Commission approved the statement, jointly formulated with AACD, NASP, health educators and school nurses. The Centers for Disease Control which funded the project is currently reviewing the document. Endorsements have come from the National Council of State Consultants on School Social Work and the Midwest School Social Work Council.

- o With the goal of increasing educational offerings in school social work within accredited schools of social work, the Commission mailed a detailed memorandum on the subject to the deans and directors of all masters level schools in the country. This provided information about developments in education and federal funding available to support training and employment of

school social workers, for example P.L. 100-297 and the Education of the Handicapped Act. A short survey was included. Responses will enable the Commission to form a network of academics interested in school social work. During their November meeting, Chair Dominguez and Commissioners Smith and Laurence met with Don Beless, Executive Director of the Council on Social Work Education to discuss this issue further. The Commission plans to continue this project.

o The NASW Competence Certification Commission is having a series of meetings with the Education Commission to refine the details of the specialized credential in school social work which NASW has been planning for some time. A statement of the criteria will be available shortly.

o The Educational Testing Service (ETS) has completed its national survey of school social workers utilizing an instrument originally developed by Dr. Paula Allen-Meares of the University of Illinois, Urbana-Champaign, and modified by a panel of subject-matter experts selected by NASW. Bob Goodwin of Kansas, Fred Streeck (Washington), Toy Watson (VA), Katie Hart (GA), Dick Marx (WI), Jean Capps (NC), Audray Reese (MN), Jane McGrath (MA) and John Schurman (PA) attended a meeting at NASW in early March to review the results of the survey with ETS and NASW staff. These will form the basis for developing a school social work test as part of the National Teachers Examination (NTE). A Test Committee will be appointed by ETS to advise on test development, and later a larger group of item-writers will be selected by the Princeton-based company based on nominations from professional school social workers. Passing this test will be one of the criteria for the awarding of the NASW credential. The first administration of the test will probably take place in November 1991. Further details will be made available as soon as possible.

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#### Update on The Implementation of P.L. 100-297

The significance of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 has been detailed in past issues of this Bulletin. As its implementation continues, several interesting developments for school social workers have occurred:

o Bob Goodwin, Coordinator of Social Services in the Wichita Public School, reports that his school system has funded several new positions for school social workers through monies from P.L. 100-297. These include three positions in Chapter 1 preschool classrooms and an Even Start position. Wichita is continuing to explore other funding opportunities through this omnibus education act.

o Nancy Feyl Chavkin, Ph.D., ACSW and Karen D. Brown, Ph.D., ACSW of Walter Richter Institute of Social Work at Southwest Texas State University in San Marcos, Texas, have been awarded almost half a million dollars in a federal grant under the Schools and Teachers Program of FIRST, the Fund for the

Improvement and Reform of Schools and Teaching (Sections 3201-3243 of the Act). The Richter Institute of Social Work collaborated with the San Marcos Consolidated Independent School District to form the Coalition for PRIDE (Positive Responsible Individuals Desiring an Education), which will address community problems such as poverty, limited English proficiency, drug/alcohol addiction and juvenile delinquency to lower the drop out rate of 30% in San Marcos. The comprehensive plan focuses on prevention, intervention and recovery, and involves close ties with local businesses and community agencies.

o School social workers were represented at a series of regional meetings held by the Department of Education to address program improvement in Chapter 1 schools. Hawkins-Stafford was a major turning point in the 25-year history of Chapter 1 because it requires reports on the progress of disadvantaged students. Recent surveys by the Department of Education and a U.S. Congressional committee found that about 9% of Chapter 1 compensatory education programs failed to meet student achievement goals and are now identified for program improvement involving remedial plans and technical assistance from state education agencies. It is estimated that about 4,000 local programs have been targeted. According to P.L. 100-297 and the implementing regulations for Chapter 1 published in the Federal Register on May 19, 1989, school social workers, as "qualified personnel" who can be employed with Chapter 1 monies, can be involved in program improvement initiatives. These initiatives must involve a review of the parent involvement component of the program. School social workers are strongly advised to become familiar with all these provisions. Details are included in NASW's publication Expanding School Social Work Through Federal Funding in P.L. 100-297. An order form is available at the end of this issue of the Bulletin.

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#### State News Briefs

ILLINOIS Governor James R. Thompson has signed into law HB 366 (now Public Act 86-0303) incorporating a definition of school social work services in the Illinois State Code and adding individualized social work services to the definition of compensatory education programs. The Code states: "School Social Worker" means a social worker who has graduated with a master's or higher degree in social work from an accredited graduate school of social work and who has such additional qualifications as may be required by the State Board of Education and who holds a School Service Personnel Certificate endorsed for school social work. School social workers may make evaluations, recommendations or interventions regarding the placement of children in educational programs or special education classes. However, a school social worker shall not provide such services outside his or her employment to any student in the district or districts which employ such school social worker.

In a survey done last Fall, the State Board of Education identified approximately 100 school social work vacancies

available to those seeking employment in ILLINOIS public schools. This indicates yet another increase over years past in the number of jobs available to school social workers. Jobs are everywhere, not just in rural areas of the state. People looking for a job should contact Vaughn Morrison or Blanca Pacia, P.O. Box 2072, Northlake, IL 60164.

The Illinois Association of School Social Workers (IASSW) has adopted a Position Statement on Contractual Agreements. It states that school social work services should be provided by qualified school social workers employed by local school districts or special education cooperatives. Contractual arrangements with non-school social workers should be entered into only to provide specified services in extraordinary circumstances for limited periods of time. In every case involving contractual services, the worker employed should meet all qualifications for school social workers. These include possession of the MSW degree, a type 73 certificate endorsed for school social work, and applicable state licensure. Contractual services should be used only to comply with federal or state mandates when the number of employed staff is inadequate and only until a sufficient number of qualified staff can be employed to provide the necessary services.

School social workers employed by the local education agency are more effective in providing service than contractual workers. They are familiar with the educational system and have established working relationships with other staff members, students, and families. They can provide continuity from evaluation to delivery of services, thus benefiting students, families, and school staff members.

In situations where contractual services must be arranged, it is important that there be a clear understanding between the contractual worker and the local education agency on issues of mandated services, liability, and supervision.

Therefore, except in extraordinary circumstances, IASSW advocates the provision of school social work services by school social workers employed directly by local education agencies or special education cooperatives.

The **School Social Workers Association of GEORGIA** and the **TENNESSEE Association of School Social Workers** are working to have school social workers included in the Southern Association of Colleges and Schools (SACS) Standards. SACS is a regional accreditation organization and it is vital that all school social worker groups in the region participate. This is another way to give the school social work profession recognition as an integral part of the educational process. Eleven southern states are represented in SACS: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia. For further information contact Elena Ponce DeLeon at 4010 King Springs Road, Smyrna, GA 30082.

In another development in the south, six states - Georgia, Kentucky, North Carolina, South Carolina, Tennessee and Virginia

- met in Knoxville in November and formed a Southeastern School Social Work Council (SESSWC). Elected officers include President, Joseph Swack (VA); Vice-President, Lynn Lewis (KY); and Secretary-Treasurer, Charlotte Bailey (VA). Each state association pledged to contribute \$150 and is entitled to send three delegates to Council meetings. NASW has been invited to send a delegate from the Education Commission. The Council's goal is to "promote professional excellence among those who practice school social work."

Another regional group of school social workers was formed in March. With a state grant for personnel preparation, Frederick Streeck of Washington convened a leadership meeting of school social workers from California, Oregon, New Mexico, Colorado, Utah, Montana, Idaho, Arizona, Alaska, Hawaii, Wyoming and Nevada. Reports on each state were presented and the group decided to establish a Western Alliance of School Social Work Organizations as an informal collective to provide professional support. No officers were elected but Fred Streeck agreed to continue as the conduit for letters and information. The group plans to convene another meeting next Spring in Arizona in conjunction with the NASW Chapter conference.

A group of school social workers in **NEW HAMPSHIRE** has been meeting throughout this past year. After carefully reviewing several models for organizing, the group voted to be formally connected to the New Hampshire Chapter of NASW and follow the "Commission" model that has been established at the national level. For more information, please contact Carol Herzig, 10 Grafton Street, Lisbon, NH 03585 (603) 838-5545, or Bernadette Pelczar, 7 Morton St., Concord, NH 03301 (603) 224-2480.

The School Social Work Committee of the NASW **RHODE ISLAND** Chapter has begun to work with the Basic Education Plan Committee of the Rhode Island Department of Education and members of its Department of Special Education. The focus of the work is to help the Committee define quality programming for school social work in the Basic Education Plan. In the past, school social work advocacy efforts have focused on reducing the ratio of school social workers in special education. The current work potentially broadens the scope to examine the school social worker's role in regular education. The Rhode Island NASW Committee wishes to consult with other states regarding roles and ratios for school social workers per student population. Please send information to Patricia Klibanoff, ACSW, RISW, 297 President Avenue, Providence, RI 02906.

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#### Have You Seen These?

Primary Prevention and Promotion in the Schools, edited by Lynne A. Bond and Bruce E. Compas, both at University of Vermont, Burlington. In this book, a group of distinguished educators and mental health professionals presents examples of theory-based prevention programs which have proven highly successful in

schools. Primary Prevention of Psychopathology, Volume 12 1989 (Summer), 440 pages, \$39.95. Published by Sage Publications Inc., Newbury Park, CA 91320.

A Stitch in Time: Helping Young Mothers Complete High School fills a gap in the literature on teenage mothers and education. This book reviews the current situation of pregnant and parenting students and how schools are responding to them. Integrating recent research on strategies to assist this population, A Stitch in Time provides recommendations on how educators, youth-service providers, and community activists can work together to reduce institutional barriers to school completion by pregnant and parenting students. This book provides essential information for the successful implementation of the Family Support Act teenage parent education provisions. To order send \$10 to Ms Marjorie Webster, Publications Department, Academy for Educational Development, 1255 23rd St., N.W., Washington, DC 20037 (202) 862-1900.

In The Beginning: Development in the First Two Years, by Judy F. Rosenblith, Wheaton College, and Judith E. Sims-Knight, Southeastern Massachusetts University. This book is a welcome addition to the expanding knowledge base necessary to respond to infant/toddler and parent needs in early intervention programs including those provided by P.L. 99-457. Research shows that social workers need to supplement their knowledge in this area. Sage Edition: 1989 (Spring), 580 pages, \$35.00. Sage Publications Inc., Newbury Park, CA 91320.

Halfway There, the award-winning, professional theatre presentation dealing with teen-age substance abuse, has reached more than 400,000 individuals in school and community performances throughout the United States since its inception in 1983. This is more than just a dramatization. Study Guides are provided to teachers and counselors for follow-up work, and the actors are specially trained to conduct "conflict resolution workshops" in the classrooms. For more information, call Judy Lorkowski, Periwinkle National Theatre For Young Audiences, 19 Clinton Avenue, Monticello, NY 12701 (914) 794-1666.

The Institute for Mental Health Initiatives is sponsoring a teleconference on anger management in the school. The interactive broadcast will include role plays, practical advice and skill for conducting anger management workshops, teaching anger management to adults working with young people and teaching anger management to young people. Participants will be encouraged to call in with questions and comments to a panel of experts on anger management with adolescents and in the schools. The teleconference is scheduled to be broadcast in the Fall of 1990. Contact the Institute for Mental Health Initiatives at 4545 42nd Street, N.W., Suite 311, Washington, DC 20016 for further information on how your group can sign up to become part of this teleconference.

Someone at School Has AIDS: A Guide to Developing Policies for Students and Staff Members Who are Infected with HIV, was released September 1989 by the National Association of State



Boards of Education, which developed the book in conjunction with the Centers for Disease Control. There are some key goals behind publication of this new book on the AIDS crisis: No more incidents as in Arcadia, Florida; no more students banned from school or caged in a glass booth; no more school staff harassed or fired. For more information contact: Tim Callahan, National Association of State Boards of Education. 1012 Cameron Street, Alexandria, VA 22314 (703) 684-4000.

Family Support, Education and Involvement: A Guide for State Action is a report released recently by the Council of Chief State School Officers. Developed by a task force of state superintendents of education, the report offers recommendations for the development of a comprehensive policy of family involvement, support and education and a catalogue of existing initiatives in this area. A central theme of the report is that state education agencies must become the prime movers in connecting schools with health and social services. Recommendations include making resources available to hire "school-family liaisons" to establish family centers, and to provide the services of psychologists and social workers in schools. The report costs \$10, and is available from CCSSO's Resource Center on Educational Equity, 379 Hall of the States, 400 North Capitol Street, N.W., Washington, DC 20001.

New Partnerships, Education's Stake in the Family Support Act of 1988. This important publication highlights the aspects of the Family Support Act that are relevant to both the education and public welfare communities, describes the opportunities that FSA offers for both systems to meet their own shared goals for populations at risk, and emphasizes the importance and benefits of collaboration. Copies are available from WTG, 1001 Connecticut Avenue, N.W., Suite 301, Washington, DC 20036-5541 for a handling charge of \$1.00 each, postpaid.

A Resource Guide for Oregon Educators on Developing Student Responsibility and A Principal's Handbook for Serving At Risk Youth in Crisis. Developed by Judi Edwards and Cory Dunn in collaboration with education and community representatives, these publications are excellent resources. The first deals with behavior management alternatives, while the second one addresses the areas of suicide, child abuse, substance abuse and relevant community resources. Copies are available for \$3.50 each from the Publications Sales Clerk at (503) 378-3589.

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#### Staff Changes at NASW

Jason Rubis, who had been a highly competent administrative aide to the Commission on Education program at NASW for three years, left NASW in December. He is greatly missed.

At present, Ms Gilda Knight is working in this position in a half-time capacity. We warmly welcome her on board!

SCHOOL SOCIAL WORK BULLETIN

Due to the many demands on my time, coupled with reduced secretarial support, the School Social Work Information Bulletin will be published only once in FY 1989-90. The organization is attempting to downsize its operation for fiscal year 1990-1991 and it is unclear at this time just what the impact will be on future Bulletins.

EDUCATION COMMISSION

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Joan Harris - MD  
Virginia Laurence - NV  
Carol Smith - FL

Staff: Isadora Hare, ACSW  
Debbie Haskins, Student Intern  
Gilda Knight, Administrative Aide

# NEW

## EXPANDING SCHOOL SOCIAL WORK THROUGH FEDERAL FUNDING IN P.L. 100-297

In April 1988, the most substantial federal school aid bill of the 1980's was signed into law. This legislation, the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, represents approximately \$7 billion in federal aid, creates more than a dozen new programs, and raises the funding ceiling of a multitude of programs.

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\*ESEA = Elementary and Secondary Education Act of 1965 as amended by P.L. 100-297.

This is an important handbook for social workers, pupil services personnel, guidance counselors, school psychologists, and all other pupil services colleagues. Produced by the NASW Commission on Education.

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# School Social Work Information Bulletin



NATIONAL ASSOCIATION OF SOCIAL WORKERS  
7981 EASTERN AVENUE  
SILVER SPRING, MARYLAND 20910



FALL, 1991

## SOCIAL WORK SERVICES INCORPORATED INTO FEDERAL LAW ON EDUCATING CHILDREN WITH DISABILITIES

During both 1990 and 1991, Congress was engaged in reauthorizing various sections of the federal law providing for the education of children with disabilities. Among the changes that have been enacted are several specifically affecting school social workers.

On October 30, 1990 at the close of the 101st Congress, President Bush signed into law the Education of the Handicapped Act Amendments of 1990, Public Law 101-476. The major purpose of this legislation was to reauthorize the discretionary programs which expire every three years. Part B of the Act, which was legislated by PL 94-142 in 1975 and provides assistance to states for the education of children with disabilities, is permanently authorized.

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One of the most significant changes to EHA introduced by PL 101-476 was to give it a new title, Individuals with Disabilities Education Act (IDEA). It also provided for the deletion of the word "handicapped" throughout the Act and its replacement with the term "disabilities". In all section of the Act, "children with disabilities" or "infants and toddlers with disabilities" replace the existing terms.

Social workers feature in the Act directly in three places. Firstly, they have been added to the list of related services providers in the statute; secondly, social work services were added to the list of early intervention services cited in Part H of the Act; and lastly, a new grant-funded ombudsman program was added in which social workers may be employed.

### Social Work as a Related Service

When PL 94-142 was passed in 1975, it provided for a free, appropriate public education for all handicapped children. This comprised both special education and related services. In that statute, a number of specific professions were named as illustrations of potential "related services" but social work was not one of them. As a result of lobbying by NASW, when the regulations were issued in 1977, "social work services in schools" were added to the list of services and were defined to include four functions:

Preparing a social or developmental history; group and individual counseling with children and family; working with problems in home, school and community that affect the child's adjustment in school; mobilizing school and community resources.

Between 1975 and 1990, therefore, social work services were defined in federal regulation but not mentioned in federal law relating to the education of children with disabilities. The 1990 Act, IDEA, PL 101-476, now includes social work in the list of statutory related services. Further, the reports on the statute issued by the Senate Disability Policy Subcommittee and the House Sub-Committee on Select Education each contain language citing the inadequate number of local education agencies providing social work services and urging the Secretary of Education to ensure that state and local education agencies provide social work services when needed. (See Bulletin, Winter 1989-90 p.5).

**Note:** A technical error in writing the final version in PL 101-476 (the omission of a comma which made it appear that social work services were an example of recreation services) is being corrected at present as Congress finalizes the Individuals with Disabilities Education Act Amendments of 1991 (see later in this story).

## Social Work Services as an Early Intervention Service

When PL 99-457, the Education of the Handicapped Act Amendments of 1986, was passed, it legislated Part H of what was then called E.H.A. (the Education of the Handicapped Act, now called IDEA) providing early intervention services for children from birth through age 2. Social workers were listed in the statute as "qualified personnel" who can provide early intervention services, but "social work services" were omitted from the list of 10 types of professional early intervention service included under the definition. Again, this was remedied in the regulations published in June 1989 which define social work services in early intervention as consisting of five functions similar to those in the PL 94-142, Part B, regulations.

The 1990 legislation adds "social work services" as the eleventh type of service to be included in programs providing early intervention services to infants and toddlers with disabilities and their families.

### The Ombudsman Program

PL 101-476 makes provision for the Secretary of Education to make grants or enter into contracts to establish model demonstration programs to assist in resolving problems that are barriers to appropriate educational, related services, or other services for children and youth with disabilities. Some of these programs must be school-based, and all shall provide dispute mediation and other types of services. The statute states that ombudsman services "shall be provided by social workers, parent advocates, psychologists, and persons with similar qualifications designated by the Secretary".

### Other Significant Provisions of PL 101-476

- The legislation made autism a separate category of disability under Part B, and added traumatic brain injury as a new eligibility category.
- After much controversy and debate, attention deficit disorder (ADD) was not added as a separate category. Instead, the Act provided for public comment on eight questions related to the "appropriate components of an operational definition" possibly to be included in IDEA. It also provided for the establishment of one or more centers to further knowledge on children with ADD.

NASW submitted comments as part of the inquiry process, suggesting that children with ADD could be served under existing eligibility categories. It was then invited to nominate

a school social worker to participate in a project on promising school-based practices for children with ADD to be conducted by the Federal Regional Resource Center at the University of Kentucky at Lexington. Al Flieder, Supervisor of School Social Work at the Grant Wood Area Education Agency, Cedar Rapids, Iowa, and a former member of NASW's Commission on Education, will participate as a consultant to this project. In late September, the Department of Education issued a policy interpretation on ADD.

- Two new discretionary programs were authorized. One provides funding for programs to assist students in making the transition from secondary school to postsecondary education or work. The other authorizes grants to improve special education and related services to children and youth with serious emotional disturbance. (NASW was an active participant in the Mental Health/Special Education Coalition which lobbied strongly for this last addition to the Act. The Coalition is currently working on a revised definition of "serious emotional disturbance" to submit as a recommendation to Congressional committees).

#### New Regulations Proposed

Because PL 101-476 added "social work services" to the list of related services cited in law, the Secretary of Education has proposed new regulations defining these services. The description of the services as comprising the four functions listed earlier in this article remains the same except that the term "child with disabilities" replaces the term "handicapped child". What is amended in the Notice of Proposed Rulemaking (NPRM) in the Federal Register of 19th August, 1991 is the title of the service. The Secretary proposes to delete the words "in schools" from the existing regulatory definition. The title of the services would be "social work services" rather than the existing "social work services in schools". The rationale provided states that this change would "broaden the scope of eligible social work services under this program." NASW is opposing this change.

#### The Individuals with Disabilities Education Act Amendments of 1991

The Senate passed S 1106 on June 24th, 1991. This bill reauthorizes for three years Part H of the IDEA, formerly the Education of the Handicapped Act, Early Intervention Program for Infants and Toddlers with Disabilities. Among the other issues, S 1106 addresses state fiscal crises affecting program participation, transition from early intervention services to the Part B preschool program, and the needs of underserved populations.



A significant change introduced by the bill substitutes the term "service coordination" for case management, which was a major concept introduced into the 1986 law. The bill allows non-professional "otherwise qualified" persons, including family members, to provide service coordination functions. The statute previously stated that the case manager should be from the profession most immediately relevant to the infant's and toddler's or family's needs. The Senate Committee's report accompanying the bill (102-84), in amending that provision, recognized social work's role in this regard by noting:

For example, social workers and others trained in areas of human behavior and human services may not be 'from the profession most immediately relevant, to the infant's or toddlers's or family's needs' but they are trained to provide case management or service coordination services.

The bill also authorizes the funding of "system change" projects aimed at promoting programs and services for infants and toddlers which take place in the home and in community settings in which children without disabilities participate. The Committee report suggests that funding be used for activities including "technical assistance for curriculum design and credentialing to schools of education, nursing, social work, allied health and medicine, and related training programs."

Among other provisions in the bill are: authorization of the use of funds to improve outreach to low-income, minority, rural and other underserved populations; various language changes such as using "social or emotional development" instead of "psychosocial development;" permission to use individualized family services plans instead of the individualized family education programs for children ages three to five; and establishment of paraprofessional training programs on a demonstration basis.

The President signed the Bill on October 7th, 1991. It is cited as P.L. 102-119, the IDEA Amendments of 1991.

### Other Bills

NASW legislative staff are currently monitoring:

- o HR 840 and S 810: Elementary School Counseling Demonstration Act.
- o S 70, S 1135, HR 1669, the Urban Schools of America Act and its rural companion bill, which allows funds to be used for social work services and other support services which contribute to progress in achieving the National Education Goals.

- o A bill to ban corporal punishment of children in schools.
- o S 619: a bill to establish a Link-Up for Learning demonstration grant program to provide coordinated services to at-risk youth.

Any significant progress on these bills will be reported at a later date.

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### AMERICA 2000: ADMINISTRATION'S EDUCATION STRATEGY

In April President Bush and Education Secretary, Lamar Alexander, former Governor of Tennessee, announced a new strategy to implement the National Education Goals adopted by the President and the nation's governors early in 1990 (see last Bulletin) entitled America 2000. It has four tracks to be pursued simultaneously:

1. For Today's Students: Better and More Accountable Schools. This will involve developing a new voluntary nationwide examination system in five core subjects to be called American Achievement Tests.
2. For Tomorrow's Students: A New Generation of American Schools. A key aspect of this track is the establishment of the New American Schools Development Corporation funded by Business Leaders. This non-profit organization will award contracts to research and development teams who will develop non-traditional approaches to education. A second key aspect is the development of innovative schools called New American Schools in at least 535 communities - one in each congressional district plus two more per state.
3. Yesterday's Students, Today's Workforce: A Nation of Students. This involves encouraging adults to continue learning in both formal and informal settings.
4. Communities Where Learning Can Happen is designed to serve all the national education goals but particularly Goal I, the School Readiness Goal, and Goal VI: Safe, Disciplined and Drug-Free Schools. This involves collaboration between schools and community health and social service agencies.

All social workers are urged to become familiar with this America 2000 initiative. Are your schools applying to become New American Schools? Are you having input into the process of re-

form and restructuring to ensure that the needs of your clients are not overlooked? For further details, write to:

1. Office of Elementary & Secondary Education  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 2181  
Washington, DC 20202-6100  
Telephone: (202) 401-0113
  
2. New American Schools Development Corporation  
1000 Wilson Boulevard, Suite 2710  
Arlington, VA 22209  
Telephone (703) 908-9500.

This is important. Social workers must GET INVOLVED.

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**NASW CHAPTERS AND THE COMMISSION ON EDUCATION WORK FOR  
GREATER NATIONAL RECOGNITION OF SCHOOL SOCIAL WORK**

NASW has long been concerned with promoting a greater national awareness of school social work. A series of recent efforts by the NASW Commission on Education and related organizations, including several state chapters of NASW, point out the Association's commitment to school social work and related pupil services organizations.

- While attending the last NASW Delegate Assembly in Washington, DC., during August, 1990, Lynn McDonald, President of the Wisconsin Chapter of NASW, proposed an initiative which allowed NASW to participate in the National Urban Education Task Force, sponsored by the Council of the Great City Schools. As a direct result of these actions, pupil services, and school social work in particular were mentioned in "Strategies for Success: A Plan for Achieving the National Urban Education Goals", a report issued by the Task Force in January of this year. The report proposes strategies for addressing the educational needs of America's urban communities. The report lists six goals and strategies for meeting them. Strategy 6 refers specifically to school social work:

"Classroom teachers must learn to work together with guidance counselors, school social workers, school psychologists, and other pupil services personnel.

In the Congress legislation has been proposed in which social workers are prominently mentioned. The Urban Schools of America Act (S.318, H.R. 5806) refers to school social workers in Section

103, which lists six general uses for funds allocated for its use. Copies of "Strategies for Success" are available from the Council of the Great City Schools, 1413 K Street, NW, #400, Washington, DC 20005.

- NASW is also promoting school social work internationally. In January, 1991, NASW staff, Isadora Hare was invited to participate in an interdisciplinary team of organizational consultants convened by the National Association of School Psychologists under contract to the Department of Defense Dependent Schools (DODDS). The team, consisting of 2 school psychologists, a school counselor, and Ms. Hare, spent one week in Germany, conferring with DODDS staff to explore strategies for meeting the mental health needs of students, families and staff whose relatives were deployed to Saudi Arabia as part of Operation Desert Storm. In the report, the team recommended that school social workers be reinstated in DODDS schools in Germany. All school social work positions were removed within the last couple of years. Some former school social workers, such as Evie Fisher of California, are now working as counselors within the DODDS system.
- In August 1991, Isadora Hare was invited to attend a conference in the USSR of the All-Union association of "social educators." Unfortunately the August 19th coup made it impossible for her to attend but she submitted a paper entitled School Social Work in the United States to the Association's leaders. Three of these leaders, Dr. David Feldstein, Dr. Valetina Bocharova and Dr. Antonina Dashkina attended the 1990 NASW Annual Conference in Boston and exchanged ideas with American school social workers on the increasing development of services in schools and other institutions in the Soviet Union to combat the growing number of social problems in that country.
- In April 1991, Simon Dominguez, Chair of the NASW Education Commission, and Commission Staff, Isadora Hare, submitted a set of recommendations on school social work programming to the NASW Strategic Planning Committee. The recommendations included a Fact Sheet on the history and achievements of the school social work program within NASW, and provided a brief overview of the services provided by the NASW Commission on Education and organizations such as the Midwest and Southern School Social Work Councils and the Western Alliance of School Social Workers. Dominguez and Hare recommended that NASW continue to provide a national program unit dedicated to school social work, and that this unit be representative of existing regional groups. It was also recommended that NASW explore the possibility of establishing formal relationships between state school social work associations and NASW state chapters.

The Recommended Strategic Plan submitted to the NASW Board of Directors in June recommended that NASW National promote and develop self-funding and self-directed councils of members around mutual interests, to be organized within the guidelines and following the policies of NASW; reconceptualize the forms and functions of commissions; and use new organizational strategies. An implementation plan is currently being developed. For the fiscal year through June 1992, the Commission on Education will continue as presently constituted.

- o In May of last year, NASW and 3 other pupil services organizations--the American Association for Counseling and Development, the American School Counselor Association and the National Association of School Psychologists--joined forces to issue a position statement on the importance of Pupil Services in the education process.

This statement emphasizes and re-affirms the role played by pupil services--including school social work--in combating the social and personal barriers to excellence faced by America's children. The statement proposes a team-approach by all pupil services professions based on six key concepts. Although this statement was issued by the organizations representing the three professions--school psychologists, school social workers, and school counselors--specifically mentioned in PL 100-297, the Hawkins-Stafford Bill, it applies equally to other pupil services professions such as school nurses. Representatives from ASCA, AACD, NASP and NASW continue to meet regularly to explore implementation of the position statement. A presentation on the statement was made at the annual meeting of ASCA held in Des Moines, Iowa, in June.

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#### MAJOR NATIONAL SCHOOL SOCIAL WORK SURVEY COMPLETED

Last year, NASW, in collaboration with Dr. Paula Allen-Meares, Dean of the School of Social Work at the University of Illinois, Urbana-Champaign, completed a major survey of school social workers in the U.S.A. This is the third such survey conducted in the past 30 years. The first was done in 1968 by Lela Costin, and Dr. Meares did a second in 1974/75, the results of which were reported in Social Work in 1977.

The 89/90 survey utilized a questionnaire designed by Meares with modifications suggested by a panel of experts convened by NASW. The Educational Testing Service (ETS) also consulted on the survey instruments since the data collected was used by them in the construction of a new school social work certification test (see

"New School Social Work Credential to be Established by NASW" later in this Bulletin).

Two thousand, two hundred and fifty seven (2,257) school social workers were selected to receive the questionnaire. These individuals were selected from a list of 11,285 names compiled from various sources by Meares and NASW. The sample's respondents were contacted in two mailings conducted in the late Spring of 1989 and early in 1990. 1,118 questionnaires were returned--a return rate of 49.5%. Of the returned questionnaires, however only 862 were fully completed. The discrepancy occurred because some of the individuals had left the profession or had changed addresses since their names were obtained from the list. The survey's analysis was therefore based solely on the 862 responses received.

The questionnaire consisted of four parts. Part I asked for demographic informations on the respondents and their clients. Part II listed 104 tasks/job responsibilities divided into five job dimensions. Part III listed 89 knowledge and skill-areas grouped into 13 categories. Respondents rated each category on complexity and importance. Part IV consisted of an extra section for comments.

Responses to Part I revealed that 73% of the respondents were female; 85% were white, 10% were African-American, and 5% were Hispanic. The majority of the respondents were employed in public education systems. 69% had at least 4-6 years experience in schools. 81% had a masters degree in social work; 2% had BSW's and 3% had bachelors degrees in fields other than social work. 76% of the respondents used the title "school social worker" and most were assigned to 3 or more school buildings. 75% provided services to about 50 to 100 students per month, and services tended to be more available at kindergarten to elementary levels. Most of the respondents' school districts did not have an official school social worker/student ratio.

The respondents generated the following rank order of service priorities: disciplinary problems, child abuse, attendance problems, handicapping conditions, divorce/separation, health, substance abuse, adolescent pregnancy, financial, suicide, homelessness, and lastly refugee adjustment. Work with disabled children accounted for almost 50% of the respondents' caseloads. The completed surveys also indicated that 57% of the respondents were members of a state school social workers' association, 69% were NASW members, and 38% were members of NEA.

The five clusters of 104 tasks presented in Part II of the questionnaire were ranked in the following order of importance by the respondents: 1) Relationship with and Services to Teachers and School Staff, 2) Relationship with and Services to Children and

Families, 3) Services to Other School Personnel, 4) Administrative and Professional Tasks, and 5) Community Services. However, when asked to rank the clusters in terms of frequency of tasks performed, cluster 2 was ranked first and cluster 1 ranked second. Thus, while school social workers most frequently perform services to children and their families they regard tasks involving relationships with and services to teachers and other school staff as more important. However, most of the tasks in the Teacher/School Staff cluster relate to children and parents. Example of these tasks include explanation of children's performance and helping teachers discover a child's resources.

Respondents were asked to rate each task as required, preferred, or both required and preferred. Tasks that most of the respondents marked "preferred" include: Act as advocate with community agencies; assess target groups of children; meet with parents in groups; conduct classroom activities; suggest use of student-peer relationships; provide information about the local neighborhood to school administration; and help to develop new outside-of-school programs.

The 89/90 Meares survey represents a gathering of the most up-to-date data on school social workers in the United States today. Dr. Meares is writing up her analysis of the survey as a contemporary picture of the profession; this will be published in the near future.

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#### NEW SCHOOL SOCIAL WORK CREDENTIAL TO BE ESTABLISHED BY NASW

In a major new development, NASW is preparing to introduce the School Social Work Specialist Credential, its first specialist credential relating to a specific field of practice. The new credential is based on the current national standards for the profession. Applicants must possess a MSW from an accredited social work program, and 2 years of post graduate school social work practice. One year of a school social work practicum as part of graduate training may be substituted for one of the years of supervised work experience. Applicants must complete an application form and submit verification of their education and a supervisory evaluation of their professional performance.

The final portion of the application process involves taking the new School Social Work specialty test of the National Teacher's Examination (NTE). This examination is being constructed by a special School Social Work Test Committee appointed by the Educational Testing Service (ETS) with major input from NASW. The test is based on data on job responsibilities drawn from the national survey of more than 2,000 school social workers conducted last year by NASW in collaboration with Dr. Paula Allen-Meares.

The first administration of the new test will take place on March 28th, 1992, at sites throughout the country where the N.T.E. is given. As a validating measure for this initial test, any applicant who sits for it will automatically receive a passing grade.

NASW urges all school social workers to take advantage of this opportunity to enhance their professional standing. The School Social Work Specialist Credential will mark holders as professionals who have met the most rigorous national standards for school social work education and practice. More information on the credential is available from the Credentialing Manager, NASW, 7981 Eastern Avenue, Silver Spring, MD 20910. Telephone (301) 565-0333.

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#### NASW PLANS REVISION OF SCHOOL SOCIAL WORK STANDARDS

At the June 1991, meeting of the NASW Board of Directors, it was decided to set aside approximately \$9,000 for the Association's Commission on Education for a new project to revise the national standards for school social work.

A task force of six school social work professionals will be appointed by the Commission to undertake this project. The task force will be coordinated by Isadora Hare, Staff for the Commission. Toy Watson will serve as consultant to the task force. Mr. Watson has recently retired from the position of Director of Pupil Services for the Newport News Public Schools after a long and distinguished career in school social work. In addition to having served as Chair of the NASW Education Commission from 1987-89, Toy participated in the Committee which drafted the original standards in 1978.

The project will incorporate wide input from the school social work field. Anyone wishing to suggest changes or additions to the standards is encouraged to send their comments to Toy Watson, 113 Thomas Road, Seaford, VA 23696.

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#### NATIONAL CONFERENCES SPOTLIGHT SCHOOL SOCIAL WORK

A wealth of school social work presentations were featured at NASW's Social Work '90 and are planned for World Assembly '92. These attest to a perennial interest by the profession in educational and school-related issues.



A total of 5,000 social workers met in Boston in November 1990 for the Annual NASW Social Work Conference. The conference featured four special tracks: Clinical Social Work, Management, Child Welfare, and School Social Work. The latter alone drew 500 social workers, and included a special forum on the profession, "National Education Policy and Its Relevance to School Social Work", which was led by Rep. Major R. Owens (D-NY), Chair of the House Subcommittee on Select Education, and David Hornbeck, Attorney and Former President of the Council of Chief State School Officers.

The forum featured reports from school social workers around the nation. These included Simon Dominguez, current Chair of the NASW Commission on Education; James Clark, a former member of the Commission and Chair of the National Council of State Consultants in School Social Work; Toy Watson, NASW representative for the task force on Pupil Services Teamwork; Elaine Kirk, Vice President of the Midwest School Social Work Council; and Isadora Hare, staff for the NASW Education Commission, who spoke on the 89/90 Meares Survey of School Social Workers (see "Major National School Social Work Survey Conducted by NASW" in this issue).

The School Social Work track also included 39 juried presentations, on such topics as crisis response teams, school-based clinics, peer mediation, working with parents, teacher consultation, student assistance programs for substance-abusing students, etc. Thirty-eight invitational sessions and 9 master classes on school social work rounded out the track. Invitationals focused on efforts by school social workers to combat AIDS, homelessness, high drop-out rates, child abuse, and parental alcoholism. Other sessions covered confidentiality and publishing in school social work, and the use of interpreters in a multi-lingual environment. Master classes included "Families at Risk - The Theory and Practice of Empowering Families Across Human Service and Multicultural Communities," "Group Work Intervention: Parenting the Learning Disabled Child" and "Interagency Collaboration and Case Management: Maximizing Services for Families under PL 99-457."

World Assembly '92: Improving the Human Condition - a conference jointly sponsored by the International Federation of Social Workers and NASW will take place from July 18 - 22, 1992 at the D.C. Convention Center in Washington, D.C. Included in the 150+ sessions at the Conference, about 10 will be devoted to school social work and education. Paula Allen-Meares and Isadora Hare will be presenting a national overview of school social work in the U.S.A; a panel led by Vincent Wall of Canada will present brief reviews of school social work practice internationally. An Israeli social worker, Naomi Stuchiner, will lead a panel on social work practice in special education, and Dorothy Harris former NASW President and now Director of the National Headstart

Training and Technical Assistance Resources Center in Maryland, will participate in a session on preschool education entitled "Educating Young Children for Tomorrow's World."

There will be other sessions on Drop-Out programs and Teen Pregnancy. Thus far, John Nystrom (New Mexico) and Amy Loomis (California) are primary speakers for these sessions. Sessions on literacy and educating homeless children are also being planned. Frances Caple of the University of Southern California School of Social Work is leading a panel on issues in multicultural education from a school social work perspective.

These international social work conferences are held every two years. The last was held in Buenos Aires in 1990, and the previous two in Montreal and Stockholm in 1986 and 1988, respectively. At the Stockholm conference almost 80 countries were represented with many people interested in the role of schools.

World Assembly presents a marvelous opportunity to meet school social workers from around the country and around the world to examine contemporary issues in the field. Try to make it (and encourage other to come too)! For information, contact the NASW National Office at (301) 565-0333 ext. 201 or write the Marketing and Promotions Department at 7981 Eastern Avenue, Silver Spring, MD 20910 until January 30, 1992, and thereafter at 750 1st Street NE, Washington, DC 20002.

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**MIDWEST SCHOOL SOCIAL WORK COUNCIL ISSUES IMPORTANT POSITION STATEMENT**

NASW recently joined forces with the Midwest School Social Work Council and the National Council of State Consultants for School Social Work Services to release two position statements; "On the Need for All States to Provide School Social Work as a Related Service in Special Education" and "On the Need for States to Employ School Social Work Consultants." Both statements were issued in November, 1990, and authored by former NASW Education Commission member James P. Clark. The latter statement argues that the recent expansion of school social work services nationwide necessitates a corresponding increase in school social work leadership on a state level. At present, 16 State Departments of Education employ school social work consultants. The Statement notes 5 essential functions of state school social work consultants: Intra-Departmental Administration, Technical Assistance, development of statewide school social work procedures and practices, participation in research, and serving as liaison between State Departments of Education and the field. The statement also

details the qualifications for a state school social work consultant position, consistent with recommendations made in 1982 by the National Council of State Consultants for School Social Work Services.

Single copies of both position statements may be obtained from James Clark, 6867 NW 54th Court, Johnston, IA 50131.

The Midwest Council also released two other position papers in March, 1991. "School Social Work with Children at Risk" and "On the Need to Support the Pupil Services Team Approach" were both authored by Daniel A. Nerad of Wisconsin. Both papers emphasize that school social workers are able to make an important contribution to the health and educational performance of our nation's children. Two other position papers are also currently being prepared by MWSSWC this Fall: "School Social Work with Infants and Toddlers with Disabilities and Their Families: Major Roles and Key Competencies" and "School Social Work in Early Childhood Special Education."

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#### STATE NEWS BRIEFS

The **TENNESSEE** Chapter of NASW has recently approved the formation of a special programmatic unit in school social work. Meetings have been held in Knoxville and in Nashville. A set of tentative goals and objectives for 1991/92 has been assembled and distributed to interested NASW members with a request for their input. This unit will supplement the activities of the Tennessee Association of School Social Workers which has been in existence for many years.

In May, 1991, the **NEW HAMPSHIRE** School Social Work Association met to discuss a variety of topics, including supervision, confidentiality and possible topics for a series of meetings to be held during the coming year. Carol Herzig, co-chair of the Association, also reports that NHSSWA has been given the opportunity to present a proposal for a workshop to be given at the state Teachers' Convention in October. This is an important opportunity for NHSSWA and the profession in general to gain exposure.

Frederick Streeck, President of the **WASHINGTON** Association of School Social Workers, reported in the April 1991 issue of the WASSWA Newsletter that the Western Alliance of School Social Workers has two new member organizations, thanks to the efforts of Kathie Rentfrow in **ARIZONA** and Lucas Bojorquez in **NEW MEXICO**. These individuals were instrumental in helping rally school social workers in their states into new organizations. In addi-

tion, school social workers in **IDAHO** plan an organizational meeting for the NASW Northwest Regional Symposium to explore the possibility of creating a similar organization for their state. Fred also reported that he attended a conference of the **OREGON** School Social Work Council in March, where it was decided to plan a Western Alliance multi-state school social work conference for next Fall in **WASHINGTON**.

In response to the more than 500 student pregnancies that occurred in their area in the course of one year, the Social Service Department of the Wichita Public Schools in **KANSAS** established Teenage Pregnancy Program Resource Centers in five area high schools and one middle school last fall. Three of the four staff members involved hold school social work certificates. The program was made possible by a grant from the U.S. Department of Education funded under the Woman's Educational Equity Act. The Centers' principal goal is to keep pregnant and parenting teens in school. They provide a variety of services to their clients, including counseling, referrals for medicine, financial support and child care. Staff members also work with clients' teachers to monitor attendance and educational performance.

The **NEVADA** Chapter of NASW and the Occupational and Continuing Education branch of the NV Department of Education sponsored a conference in Las Vegas last June. Moderated by Dr. Shirley Cox, Professor at the University of Nevada at Las Vegas, formerly liaison for the NASW Nevada Chapter, and now a National Board Member of NASW, the conference received considerable media attention. In a major coup for school social workers, Nevada's Governor Bob Miller directly indicated support for the profession when he stated that placing social workers in Nevada schools would be a possible way to reduce the state's high rate of teen pregnancy and drop-outs. Another conference was held in 1991.

The week of March 4-8, 1991 was designated as school social work week by the **FLORIDA** Association of School Social Workers and the Florida Chapter of NASW. FASSW encouraged its members to distribute information on school social work to parents, teachers and students in their communities.

The **DELAWARE** Chapter of NASW now has a very active school social work group. It is chaired by Julia Escarsega, formerly an Illinois school social worker, and is exploring how to introduce certification in the state. The Delaware State College School of Social Work is researching the possibility of offering a school social work specialization to MSW students.

It is with sadness that we report the passing of Helen "Niki" Pieper, Special School District social worker, St. Louis County, **MISSOURI**. Niki's valuable contributions to her profession, to NASW and the Midwest Council, will be greatly missed.

The family notes that contributions may be made to the Helen F. Pieper Memorial Fund in care of the Special Education Enrichment Foundation. Contributions should be sent to the Special School District Administrative Offices, 12110 Clayton Road, Town and Country, Missouri 63131.

Joan Y. Harris, ACSW, LCSW, Program Administrator for School Social Work Services in the Baltimore City Public Schools in **MARYLAND**, reports that five new school social worker positions were filled in March and April of 1990. This makes a total of 42 experienced, Masters' level, licensed school social workers now working in the Baltimore area.

Ms. Harris, who was appointed to the NASW Commission on Education in July 1989, also reports that many of these school social workers are involved on one or more of seven committees or groups she has convened. One committee has developed a staff-training video tape and manual on reporting suspected child abuse and neglect which will be presented to all school personnel in the Fall. Another committee has developed and submitted a proposal to a foundation for funding a \$507,000 three-year program providing prevention services to parents of pre-schoolers while also developing the concept of the school as an extended family. A third group is collaborating with the University of Maryland School of Social Work in Baltimore on a grant proposal for a project which would allow a school social worker to provide field instruction in 4 elementary schools for a unit of 2nd year graduate students who will receive stipends; this program will also focus on services to parents of pre-schoolers.

An Exhibit Design committee is developing materials for use in exhibits, workshops, and other events in which school social workers may be involved. Support groups were formed for social workers assigned to programs for the severely emotionally handicapped, and for field instructors. The March Social Work Month Committee has culminated its activities with the attendance of 10 school social workers at the March Social Work luncheon program sponsored by the Maryland Chapter of NASW. Finally, a Staff Development Committee was formed to develop relevant professional programs. Baltimore school of social workers also serve on crisis support teams, the Department of Social Services administrative review panels for children living in extended family foster care situations, and the Professional Development Committee of the Maryland Chapter of NASW.

The Midwest School Social Work Council held its annual conference in St. Paul, **MINNESOTA**, from October 3 - 5, 1991. About 400 people participated. Next year the Council will celebrate its

twenty-fifth anniversary at its conference to be held near Chicago's O'Hare airport from 24-26th September, 1992. To submit a workshop proposal, please contact Holly Ravitz, 192 Howard Court, #1, Fox Lake, IL 60020. Telephone (708) 587-1400.

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### NASW JOURNAL EXPANDS MISSION

At last year's Annual Meeting of Social Work in Education's Editorial Board, it was decided to expand the journal's mission to include material on the developmental and educational risks faced by infants and pre-schoolers. Postsecondary and adult education will also receive more attention in the journal.

In the Editorial Comments section of the October 1990 issue, journal editor Paula Allen Meares, Professor and Dean of the School of Social Work at the University of Illinois, Urbana-Champaign, explained that this expansion of mission was inspired by recent federal legislation specifically concerned with the needs of pre-schoolers. For example, Public Law 99-457 established programs for disabled infants (up to 3 years of age) for the purpose of defining early intervention services for all eligible children. This material appears as Part H of the Education of the Handicapped Act, now renamed the Individuals with Disabilities Education Act (see lead story).

This legislation emphasizes that the early life-experiences of children have a direct impact on their later educational performance. Early intervention services are crucial in helping children avoid these risks. By providing a forum for these concerns, Social Work in Education hopes to do its part in promoting early intervention services.

Dr. Meares also announced the appointment of several prominent school social workers to the Editorial Board of Social Work in Education. Richard Barth of the University of California is now serving as Trends & Issues Editor. Norma Radin of the University of Michigan edits "Practice Notes" and Humboldt University's Marianne Pennekamp serves as Book Review editor.

For information on subscribing to Social Work in Education, or submitting articles, contact NASW's Publications Department at (301) 565-0333.

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### HAVE YOU SEEN THESE

Randy Fisher, editor of the Illinois Association of School Social Workers Newsletter has produced a comprehensive bibliography of school social work articles published between 1980-90. Fisher's Descriptive Bibliography of School Social Work lists every article from the School Social Work Journal, Social Work in Education and the Iowa Journal of School Social Work, as well as other school social work journals and books. Each entry includes identifying information as well as a one-or-two word descriptor of

the item's category (for example, AIDS, Crisis Intervention, Mediation, etc.). The Bibliography is available for \$12.50 prepaid or \$15.00 (includes billing price) from Randy Fisher, P.O. Box 2072, Northlake, IL 60164.

The Children's Defense Fund has recently issued An Advocate's Guide to Improving Education and Linking Schools with Human Services Agencies. An Advocate's Guide provides a review of the National Education Goals, the progress made thus far in meeting them, and an action guide to aid communities in addressing them. Linking Schools is an ERIC digest developed with the National School Boards' Committee of Urban Boards of Education. This publication provides rationale for service coordination and guiding principles for client-centered service delivery. For ordering information, contact the Children's Defense Fund at (202) 628-8787.

Homeless, Not Hopeless: Ensuring Educational Opportunities for America's Homeless Children and Youth was released recently by the National Association of State Coordinators for the Education of Homeless Children and Youth. The 43-page position document examines the lives of 14 homeless children from 14 states, and the impact that a series of efforts by Congress, the U.S. Department of Education, State Education Agencies, and local school districts have had on them. For ordering information, contact Peggy Jackson-Jobe at NASCEHCY, Maryland Department of Education, 200 W. Baltimore Street, 4th Floor, Baltimore, MD 21201. Telephone (301) 333-2445.

Two new titles are available from the Education and Human Services Consortium's Series on Collaboration: What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services by Atelia I. Melaville and Martin J. Blank, was written for teachers, social workers, mental health professionals, employment and training specialists and other education and human services workers. What It Takes draws on the experiences of more than a dozen local efforts to illustrate the factors that contribute to successful partnerships to develop comprehensive services, and the common barriers that initiatives must overcome.

Thinking Collaboratively: Questions and Answers to Help Policy-makers Improve Children's Services, by Charles Bruner, is a 32-page booklet which provides information for state and local policy-makers, and is equally valuable for practitioners. Ten

questions and answers cover issues ranging from understanding what problems collaboration is designed to solve, to knowing when collaborative solutions are working. Written by a former state senator, Thinking Collaboratively offers realistic assessment of what collaboration can achieve and the role policymakers can play. Several checklists and a bibliography are included.

Single copies of both documents are available for \$3.00 each, prepaid. Send check or money order to the Institute for Educational Leadership, 1001 Connecticut Avenue, NW., Suite 301, Washington, DC 20036.

**PLEASE NOTE:**

In the last issue of the Bulletin, we reported that A Principal's Handbook for Serving At-Risk Youth in Crisis was available from the Publications-Sales Department of the Oregon Department of Education. We have been informed that this information is incorrect. The book may be requested from Linn-Benton ESD, 905 4th Avenue, SE, Albany, OR 97321-3199. Attention: Debbie Gangle. Telephone (503) 967-8822. The cost is \$25.00.

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**SCHOOL SOCIAL WORK BULLETIN**

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**PLEASE NOTE:**

The Bulletin was not published during FY 1990-91. This will be the only issue this year.

In February 1992 NASW's Headquarters will relocate to downtown Washington, DC, near the U.S. Capitol. The new address will be:

750 1st Street, NE  
Washington, DC 20002.



# School Social Work Information Bulletin

NATIONAL ASSOCIATION OF SOCIAL WORKERS  
750 FIRST STREET, NE  
SUITE 700  
WASHINGTON, DC 20002

WINTER 1992 -- SPRING 1993

## CHANGING TIMES FOR SCHOOL SOCIAL WORKERS

Since the last edition of this Bulletin dated Fall 1991 several changes have occurred in the context and organization of school social work nationally. In terms of the national policy context, the concept of school-linked services is growing in importance. Within NASW, the Commission on Education and its companion commissions were disbanded in July 1992 and in June 1993 the Board of Directors will vote on a new proposal to establish Sections serving the needs of the diverse practice specialties within the association. Outside of NASW, but closely linked to it, a new National Coalition for School Social Work has been established.

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## School Linked Services

This term refers to a developing service-delivery system involving collaboration between schools and community agencies, both public and private, in providing health and social services to children and families in or near schools.

Ten years ago, when A Nation at Risk: The Report of the National Commission on Excellence in Education was published, it made only passing reference to children facing educational obstacles stemming from poverty, disability or immigration. From the mid 1980's when educators and policy makers became concerned about the needs of students "at risk," increasing numbers of organizations have advocated for the integration of health and social services into schools. NASW was one of the first organizations to point out that schools must meet the needs of "the whole child." In "The Human Factor", published in 1985, we demonstrated that many non-academic factors could influence school performance. As schools became more aware of the education reform movement, they gave increasing recognition to the need for effective health and social services to support students.

Numerous examples of school-based and school-linked services have begun to emerge around the USA. The numbers of school based health clinics increased dramatically in the late 1980's; and in states such as New Jersey, Kentucky, California, and Connecticut state governments took the initiative to establish various models bringing a variety of services to children and families at or near school sites. In 1991, the California legislature provided \$20 million in grants to school districts to implement coordinated health and social services programs. Foundations also have contributed large sums to various communities, for example, the Annie E. Casey Foundation New Futures projects in Bridgeport, Connecticut, Dayton, Ohio, Little Rock, Arkansas, Pittsburgh, Pennsylvania, and Savannah, Georgia. Further, in proposals for the reauthorization of Chapter 1, which Congress is beginning this year, many groups and organizations have recommended increased utilization of social services. Such services would assist students receiving compensatory education with additional supports related to non-academic factors which affect their educational achievement.

For school social workers this trend represents both "good news" and "bad news." The "good news" is the growing acceptance that many students need social services to complement instructional services. The "bad news" aspect is the apparent neglect of school-based pupil personnel in much of the discussions associated with the school-linked services movement. In promoting the integrated services models the designers focus more on importing agency workers from the community into the school with very little reference if any to the role of professionals employed by school districts to provide similar services.

This is the changing context for school social work practice. The trend towards crafting integrated collaborative services is inescapable. Public and private agencies as well as new family resource centers or "one-stop shopping" programs will increasingly function within school systems. Given the widespread social problems facing students and schools today, and the families and communities where they operate, this is a positive development. Our challenge as school social workers is to define our contribution to this emerging paradigm of service delivery. We are strategically based to act as a bridge connecting agencies and schools. We must clearly articulate this and other aspects of our role in schools.

## **Strategic Planning at NASW**

In June 1992 the NASW Board of Directors adopted an Implementation Plan as a follow-up to the Recommended Strategic Plan they approved one year earlier. This Implementation Plan abolished all practice commissions including the NASW Commission on Education. It created a Task Force on Practice and Member Diversity to develop recommendations for new ways in which the Association could meet the diverse needs of its members based on practice specialties and other special interests. NASW's strategic planning process during 1990 and 1991 identified 52 constituent groups that want services from the Association. The recommended model would provide for optional "specialty practice sections" that interested members could establish and join for a fee. Fees would support specialty-area programming and benefits over and above those of regular NASW membership. The amount would be set by section members, probably about \$15-\$25, and would cover administration of the section including staffing, and a newsletter. Sections would be entitled to organize workshops and networking sessions at NASW's annual conferences, and would offer additional services if sufficient fees were available.

Section membership would be available only to NASW members. Each section would have a steering committee no larger than five, appointed by the NASW President from nominees submitted by the section. Creation of a section would require submission of a petition from 700 members and a formal statement of rationale. Within 18 months of approval by the NASW Board, a section would have to set fees and benefits, market itself, and achieve a minimum of 1,400 members.

The Task Force also recommended the creation of an NASW Council for Social Work Practice with eight Board-appointed members. This Council would make recommendations to the Board for policies and programs to advance social work practice and would be responsible for the implementation of the specialty sections.

At NASW's Leadership meeting in April 1993, chapter presidents and staff engaged in lively debate about these proposals, and a request for comments from members appeared in the May 1993 NASW News. Results will be presented to the NASW Board who will vote on the proposal in late June.

## **Establishment of National Coalition on School Social Work**

In January 1993 a new National Coalition on School Social Work was established by a group of twelve national school social work leaders who met in Seattle. This group was originally convened as an Advisory Board to a proposed National Clearinghouse on Best Practices in School Social Work. This development can be traced back to a leadership meeting held in Fall 1991 at the annual conference of the Midwest School Social Work Council in St. Paul, Minnesota. At that time, a group called School Social Work 2000 was formed, which later conducted a national survey of school social work leaders to determine their views on priorities in the field. At the Midwest Conference in Fall 1992 in Schaumburg, Illinois, participants voted to establish the clearinghouse and its National Advisory Board, which in Seattle voted to transform itself into the Coalition. Leaders of the movement are Frederick Streeck of Washington, Bob Goodwin of Kansas, and Lynn Lewis of Kentucky. They represent the Western Alliance of School Social Work Organizations, the Midwest Council, and Southern Council on School Social Work respectively. The Coalition also contains representatives from the northeastern United States, the former NASW Commission on Education, the NASW staff, and faculty who teach school social work.

The Coalition's goals include establishing a clearinghouse, defining a national agenda for school social work, and drafting position statements for use in lobbying. Its next meeting will take place in Illinois in June.

### Conclusion

It will be interesting to observe how all these developments in the setting and organization of school social work will unfold in the years ahead. Given the increasingly important role of schools in delivering social services to students and their families, school social workers should mobilize themselves to contribute their knowledge and skills to the evolving delivery systems. They will need strong and vocal associations to accomplish this task effectively. They should give careful thought to what form of organization they should create in order to achieve their goals. It would seem in their best interests to maintain an affiliation with NASW because of its large membership and its increasing visibility and credibility in Washington, DC.

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### NEWS FROM CAPITOL HILL

- School social workers had a major regulatory victory on September 29, 1992 when the Federal Register published the Department of Education's revised regulations to Part B of the Individuals with Disabilities Education Act (IDEA). Public Law 101-476, the Education of the Handicapped Act Amendments of 1990, which changed the title of the act to IDEA, also added social workers to the list of related services providers cited in the statute. This necessitated a regulatory change. When the Department of Education issued its proposed rules in August 1991, it deleted the words "in schools" from the regulatory definition existing previously, which had referred to "social work services in schools." The rationale for this proposal stated that this would "broaden the scope of eligible social work services under this program." NASW opposed the change and mobilized school social workers nationally to submit comments on the proposal. This campaign was successful in persuading the Department to withdraw the proposed deletion and to maintain the title "social work services in schools."

These services are now defined as including:

- (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 with those problems in a child's living situation (home, school, and community) that affect the child's adjustment to school;
- (iv) mobilizing school and community resources to enable the child to learn as effectively as possible in his or her education program.

The language of this last clause (iv) was amended so that it would comply with the Supreme Court decision in the Rowley case in 1982. This decision stated that the legislation providing special education did "not require a state to maximize the potential of each handicapped child." It is sufficient for the state to provide "personalized instruction with sufficient support services to permit the (disabled) child to benefit educationally from that instruction." The language in the social work

regulations was therefore changed from referring to "maximum benefit" to enabling the child to learn "as effectively as possible."

- The 103rd Congress will reauthorize the Elementary and Secondary Education Act last amended in 1988 as the Augustus F. Hawkins - Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, Public Law 100-297. This is the largest Federal education law containing provisions for Chapter 1 and Chapter 2, bilingual education, drug free schools and communities, and numerous other programs. Chapter 1 alone is currently funded at over \$6 billion dollars. The House has introduced H.R.6 as the vehicle for the reauthorization and has held hearings, but has not provided details of its substantive proposals. The Senate has not yet introduced its version. The Secretary of Education wrote to NASW requesting ideas on the reauthorization and NASW responded. The National Alliance of Pupil Services Organizations (NAPSO) also has submitted comments to the House Education and Labor Committee with major input from NASW. We have recommended retaining the definition of pupil services contained in PL 100-297, expanding the utilization of school social workers and other pupil services, and creating an office of pupil services in the U.S. Department of Education. We are also completing a position statement on Chapter 1 drafted by Edith Freeman, Ph.D. of the University of Kansas and a team of prominent school social workers.
- NASW has been engaged actively with the American Counseling Association (ACA), the American Psychological Association (APA), and the National Association of School Psychologists (NASP) in developing a proposal for a bill on elementary school counseling programs. All four associations are working collaboratively with Representative Donald Payne of New Jersey, a Democrat, who is planning to introduce the bill shortly with Representative Connie Morella (R-MD) as an original co-sponsor. Senator Tom Harkin (D-IA) is likely to introduce the bill in the Senate.

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### **NEW STUDENT LOAN FORGIVENESS PROGRAM BEGINS**

Partly thanks to NASW's lobbying efforts, The Higher Education Amendments of 1992 (PL 102-325) promulgated last July includes a new provision offering some social workers the opportunity to reduce or eliminate their student loan obligations. The provision applies to any BSW, MSW or doctoral student who receives a Federal Perkins Loan on or after July 23, 1992 and later is employed in early intervention services under Part H of the Individuals with Disabilities Education Act, or is employed in a child or family service agency serving high-risk children and families from low income communities. Such social workers are entitled to a partial reduction of their loan obligation at the end of each of five years of full time employment, with full cancellation reached after five years. Further information can be obtained from loan offices in colleges and schools of social work.

### **NASW AND THE CLINTON ADMINISTRATION**

As one of the organizations which endorsed Bill Clinton's campaign for the presidency, NASW is now positioned to have close relations with the new Administration. During the transition period, we submitted several position papers including one on education. More recently we submitted comments on the reauthorization of the Elementary and Secondary Education Act (ESEA). The

new Secretary of Education, Richard W. Riley, former governor of South Carolina, was active in the education reform movement in the National Governors' Association, as was President Clinton. He is known to support the idea of integrating social services in schools.

The Administration's education budget proposal includes \$15 million to support a multi-agency, urban-rural initiative to help communities integrate education and social services in pursuit of the six National Education Goals. If Congress passes the legislation, grants will be available for six urban and four rural communities.

Several other officials named at Education but awaiting confirmation are familiar to school social workers. Thomas Payzant, assistant secretary for elementary and secondary education, addressed a conference of the California Association of School Social Workers (CASSW) while school superintendent in San Diego; and Ramon Cortines, named assistant secretary of interagency and interdepartmental affairs, had school social workers on his staff while superintendent in San Francisco. Among these was Howard Blonsky, former president of CASSW. NASW hopes to meet with those officials soon to advocate for school social work nationally. Other officials awaiting confirmation are Dr. Marshall "Mike" Smith, professor of education and dean of the School of Education at Stanford University, to be Undersecretary, the third highest post in the Department, and Judith Heumann who has been nominated to be Assistant Secretary for Special Education and Rehabilitation Services.

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#### **NEW PRODUCTS AND SERVICES FROM NASW**

- The revised Standards for School Social Work Services were published in July 1992 and have been widely distributed. Single copies are available free of charge from Publication Sales at 1-800-227-3590.
- The NASW Commission on Education's position statement, "The School Social Worker and Confidentiality" has evoked great interest. An editorial in NASW's journal "Social Work in Education" contained commentary on the paper (see October 1992 issue) and we encourage debate on these different points of view. For a copy of the position statement, send a stamped, self-addressed envelope to: Rochelle Wilder, NASW, 750 First Street, NE, Suite 700, Washington, DC 20002
- Almost three thousand school social workers have received NASW's School Social Work Specialist Credential after writing the National Teachers' Examination specialty test on school social work during the grandparenting period. This test is administered by the Education Testing Service, Princeton, New Jersey. Several states are beginning to consider using the examination and the credential for purposes of certification. NASW staff will attend the annual conference of the National Association of State Directors of Teacher Education and Certification in Orlando, Florida, in June to market the credential. For applications, contact: NASW Office of Quality Assurance, 750 First Street, NE, Suite 700, Washington, DC 20002, Telephone: 1-800-638-8799, Ext. 410

To exchange information on state certification, call Marianne Josem, same number, ext. 232.

- PACE has recently published a new booklet, Social Workers Serving in Elective Offices 1993. It lists 47 social workers on school boards in 21 states. In Alabama and Hawaii, Ethel Hall and Chuck Norwood respectively serve on their State Boards of Education. For further information about contacting these officials or running for office, call the Political Affairs Office at NASW at 1-800-638-8799.

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### MAJOR GRANTS AWARDED TO SCHOOL SOCIAL WORK PROJECTS

- The New York City Chapter of NASW with a consortium of the five graduate schools of social work in New York City (Columbia, Fordham, Hunter, New York University, and the Wurzweiler School of Yeshiva University) has received a three-year grant to develop a masters-level curriculum for a course and modules in school social work. Awarded by the prestigious Fund for the Improvement of Post-Secondary Education (FIPSE) of the U.S. Department of Education, this grant is one of very few social work proposals to have received such support. Project personnel include Rose Starr of Hunter, Elaine M. Walsh of Columbia, and Ann S. Sand who coordinates the project at the Chapter. Call the Chapter for further details at (212) 947-5000.
- New York City also is the site of another major grant: the DeWitt Wallace Reader's Digest Fund has awarded Fordham University a \$2.4 million grant to help train teachers and social workers to collaborate on meeting the needs of at-risk public school students and their families. Part of the grant will be used to establish a network of Fordham and nine other universities across the country where the graduate schools of education and social work will collaborate in interdisciplinary activities in local public schools. This National Network will serve as a training center, information clearinghouse, and data base to help university departments combine resources for more effective graduate school training. Other objectives of the grant are to study and evaluate comprehensive interdisciplinary services in schools and to use the data to encourage changes in public policy for the education of at-risk children. The Universities involved thus far are Wayne State in Detroit, the University of Houston, Clarke University Atlanta, California State University, Long Beach, and the University of Utah, Salt Lake City. Another four will be selected by a competitive process. For further information, contact Project Director, Carolyn Denham, National Network of Graduate Schools of Education and Social Work, Fordham University, Lincoln Center Campus, 113 W. 60th Street, New York, NY 10023-7479. Telephone: (212) 636-6617, Fax: (212) 636-6613.
- Colorado State University's Department of Social Work has been awarded a three year grant from the U.S. Department of Education's Office of Special Education Programs (OSEP) from monies earmarked for personnel training. The award stems from OSEP's priority relating to preparing related services personnel for the provision of supportive services to special education programs in rural schools. The grant will provide stipends for BSW and MSW internships in rural schools, enhance opportunities for minority students to prepare for rural social work, enable the University to redesign its school social work course based on two recent task analyses of school social work, and support the creation of a multidisciplinary course on disabilities. The Co-Principal investigator, Brad Sheafor, recently announced the results of a task analysis (with Robert Teare) of school social work practitioners drawn from NASW's MSW data base. This was part of a larger study of NASW members undertaken to

validate the ACSW examination, and complements the task analysis completed by Paula Allen-Meaures and the Educational Testing Service for purposes of developing the NASW School Social Work Specialist Credential. For further details, contact Brad Sheafor or Marcie Lazzari at (303) 491-6612.

- Family Service America recently received a three-year grant from the DeWitt Wallace Reader's Digest Foundation, and a one-year grant from the Mott Foundation, to disseminate nationally an award winning prevention program for children at risk of school failure, substance abuse and delinquency. The program, now called Families Together with Schools (recently renamed from Families and Schools Together, FAST) is a family-oriented program involving collaboration between families, schools and community agencies. It was originally designed in 1988 by Lynn McDonald, ACSW, Ph.D., formerly president of NASW's Wisconsin Chapter, with United Way funding to Family Service Madison. Since then, grants from the U.S. Department of Health and Human Services and from the U.S. Office of Substance Abuse Prevention (OSAP) have funded further program development activities. Evaluation data have validated positive outcomes for the program which has received a national award from OSAP as an exemplary program. For further information, call LaSonda Buck at 1-800-221-3726, FSA-Families Together with Schools, Milwaukee, WI.

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### CONFERENCES PAST AND FUTURE

- Over 3,500 people from more than 70 countries attended World Assembly '92 held in Washington, DC in July 1992 and organized by NASW and the International Federation of Social Workers (IFSW). School social work featured in several sessions in the program. Vince Wall of Canada coordinated an interesting workshop called "School Social Work: An International Showcase." Participants from Australia, Hungary, Norway, and South Africa presented details of programs in their countries, and Theresa Daniels from Ghana presented a poster session on her work. Naomi Stuchiner from Israel shared a session with Jim Clark from Iowa discussing special education in their respective countries. USA content was featured in several other sessions. The social side of the conference also was exciting, and colleagues from around the world enjoyed meeting each other and sharing experiences. The next IFSW conference is scheduled for Sri Lanka in July 1994. For details contact Eileen Kelly at the NASW National Office.
- Isadora Hare, Staff at NASW, has pursued school social work internationally in other ways too. In November 1992 she attended a conference in Hungary entitled, "Social Pedagogy: Social Knowledge and Social Skills in Education" and toured children's institutions and schools in Budapest. In May 1993 she attended a conference near Moscow of the Association of Social Pedagogues and Social Workers of the Russian Federation. She has also had meeting with school social workers in England. An international network of school social workers is being developed by Marion Huxtable, 6531 N. Camino Libby, Tucson, AZ 85718. Anyone interested in joining should contact her at (602) 797-0529.
- SLICC, School-Linked Integrated Coordinated Services for Children, is the name of an interdisciplinary conference held in Oakland, California in October 1992. Funded by a grant from the Stuart Foundations, SLICC was organized by the California Chapter of NASW in



conjunction with the California Association of School Social Workers and thirteen other professional associations in California. Seven hundred people attended the conference which featured workshops and presentations on collaborative programs in schools in California and nationally. Plenary speakers included Judith Jones of the National Center for Children in Poverty at Columbia University and Jonathan Kozol author of "Savage Inequalities."

- September 30 through October 2, 1993 are the dates for the 26th Annual Midwest School Social Work Conference "Planting Seeds for Success" to be held in South Bend, Indiana. Speakers will include Dr. William Glasser and Dr. Robert Constable. For information contact: Wayne Woodrich, Valparaiso Community Schools, 405 N. Campbell, Valparaiso, Indiana 46383.
- NASW's next Annual Conference will take place in Orlando, Florida from November 3-6, 1993. Many sessions will feature topics relevant to school social work. An all-day Institute will explore the details of school-linked services. This will feature Amy Loomis, MSW of the Stuart Foundations, Marianne Pennekamp, well-known author, and other experts in the field. On Friday, November 5th, NASW will host a special luncheon to celebrate the 50th anniversary of the founding of the American Association of School Social Workers, established earlier under a different name. For details, contact the Conference Office, NASW 750 First Street, NE, Suite 700, Washington, DC 20002, Telephone 1-800-638-8799.

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### STATE NEWS BRIEFS

- The NASW Oregon Council of Social Workers in Schools organized a conference on Survivors of Ritual Abuse in November 1992. Profits from the conference were used to help fund a scholarship for a school social work graduate student at Portland State University. The Council organized another conference in April. Isadora Hare, NASW staff, was the keynote speaker. When all the 32 school social workers in Portland were threatened with layoffs later in the Spring, the Chapter and the Council mobilized strong support for the social workers at hearings before the School Board. Nevertheless, the Board voted to terminate 20 positions and hire 10 additional school psychologists.
- Connecticut school social workers are helping schools and students address the issue of violence and its impact on learning. Staff from the Bridgeport school social work department made presentations on this topic at the fall conference of the Connecticut Association of School Social Workers. Joanne Zenowitz of the Norwich Free Academy has developed a curriculum addressing violence. Bibliotherapy is an inherent component of the program.
- Florida has passed a law, Blueprint 2000, dealing with education reform. The Dade County Association of School Social Workers has taken the seven goals in the law and specified the contribution of school social workers towards achieving the goals. NASW in Florida, with the Florida Association of School Social Workers, is negotiating with the Florida Education Standards Commission to revise certification requirements for school social workers. Josephine Newton, state consultant for school social work for the last twenty years, has retired from the Florida Department of Education. She is a national leader in the field. We wish her well in her new endeavors!

- In North Carolina, the state presidents of student support services organizations formed the Coalition for Student Success and employed a lobbyist during the 1992 session of the General Assembly.
- School social work continues to grow and develop in Texas. Both in 1992 and 1993 the University of Texas at Austin, Center for Social Work Research at the School of Social Work, held highly successful continuing education conferences. Cynthia Franklin of U.T. is chair of the NASW Chapter's School Social Work Committee.
- Dr. Renee S. Levine completed her term as president of the Pennsylvania Association of School Social Work Personnel and was succeeded by Priscilla Haley Fini. Dr. Levine advocated vigorously with the Pennsylvania Department of Education and assisted in updating standards for Home and School Visitors and School Social Workers. New special education regulations now allow districts to be reimbursed for social work services.
- The New Mexico Chapter of NASW recognized Ann List as Social Worker of the Year. Ann has been a driving force in the chapter's school social work task force.
- In January, the Illinois Association of School Social Workers adopted a position paper on The School Social Workers and Confidentiality. While focusing on laws in Illinois which affect confidentiality, it also raises general issues. It is a useful addition to the NASW Position Paper on the same topic (see earlier in this Bulletin). For a copy, write to Randy Fisher, P.O. Box 2072, Northlake, Illinois 60164.
- The NASW chapters in Idaho and Oklahoma, states with very few school social workers, are beginning to stimulate interest in the field. In Idaho, an Association was established as a standing committee of the chapter. Contact person is Steve Button. Oklahoma NASW held an all-day institute on School Social Work before the chapter conference in March 1993. Isadora Hare, NASW Staff, was the keynote speaker. Fred Streeck of Washington and Bob Goodwin of Kansas were co-presenters.

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### **HAVE YOU SEEN THESE?**

Children's Mental Health and Their Ability to Learn, Occasional Paper #8, published by the National Health/Education Consortium, written by the National Mental Health Association, May 1993. Available for \$5 prepaid from the National Commission to Prevent Infant Mortality, Switzer Building, Room 2014, 330 C Street, SW, Washington, DC 20201. Telephone: (202) 205-8364

Resources for Schools, Parents, and Advocates, a catalog of publications from the National Coalition of Advocates for Students, 100 Boylston Street, Suite 737, Boston, MA 02116-4610, Telephone: (617) 357-8507. This lists publications from NCAS and its 23 member groups on school reform, immigrant students, HIV/AIDS Education, discipline, parent involvement, and other topics of interest to school social workers.

Fisher's Descriptive Bibliography of School Social Work (third edition) contains over 825 references from 1980 to mid-1992. Each reference lists specific descriptors and a cross reference guide is

included. The cost is \$12.50 prepaid and \$15.00 postpaid. Order from Fisher's Bibliography, P.O. Box 2072, Northlake, IL 60164.

All Systems Failure, is a new report on children and adolescents with serious emotional disturbances who have the worst outcomes in school of all students with disabilities. Issued jointly by the National Mental Health Association (NMHA) and the Federation of Families for Children's Mental Health it comes in a three-piece kit which includes the report, an advocate's guide and poster. [The report contains a state by state analysis of staffing ratios, including school social workers.] Report and poster cost \$14.95, full kit costs \$24.95. Available from NMHA Order Department, 1021 Prince Street, Alexandria, VA 22314. Telephone: (703) 868-7521.

Together We Can: A Guide for Crafting a Profamily System of Education and Human Services by Atelia Melaville and Martin Blank was published in April 1993 jointly by the U.S. Departments of Health and Human Services, and Education. It is a practical guide to help communities improve coordination of education, health and human services for at-risk children and families. Order from: U.S. Government Printing Office, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954, Stock No.: 065-000-00563-8, Price \$11.

The National Education Goals Report 1992: Building a Nation of Learners is the second annual report on the nation's progress towards attaining the six national education goals adopted by the President and the nation's governors in February 1990. For further information contact the National Education Goals Panel, 1850 M Street, NW, Suite 270, Washington, DC 20036. Telephone: (202) 632-0952, Fax: (202) 632-0957.

Kids Count Data Books 1993: States Profiles of Child Well-Being provides invaluable statistical data on demographics and indicators of child well-being nationally and state by state. To order contact KIDS COUNT, Center for Study of Social Policy, Suite 503, 1250 Eye Street, NW, Washington, DC 20005, Total cost \$12.50.

Two new videotapes on school social work are available. Contact:

- The Connecticut Association of School Social Workers, President: De Etta Breitwieser, telephone (203) 426-3427 (home).
- The Texas Chapter of NASW, 810 West 11th Street, Austin, TX 78701. Telephone: (800) 888-6279. Cost \$16.20 including tax.

Both are well-produced and useful in interpreting aspects of social work practice in schools.

The National Center for Service Integration was established in 1991 with initial support from the U.S. Department of Health and Human Services. A collaborative of six organizations, the Center runs an Information Clearinghouse through the National Center for Children in Poverty, Columbia University, 154 Haven Avenue, New York, NY 10032. Telephone: (212) 927-8793 Fax: (212) 927-9162.

The University of Washington's Human Services Policy Center has a four year project called Training for Interprofessional Collaboration involving collaboration between the School of Social Work and five other schools in the University. For information call TIC at (206) 685-7610. Project Director is Richard N. Brandon, Ph.D.

Professor Adrienne A. Haeuser of the School of Social Welfare at the University of Wisconsin, Milwaukee is a co-founder of EPOCH-USA, a network of parents, professionals and citizens advocating to End Physical Punishment of Children, both in schools and homes in the USA. For further information, write to P.O. Box 786, Milwaukee, WI 53201. Telephone: (414) 229-4184.

Two policy statements relating to the role of school social workers and other pupil services personnel in school-linked integrated systems of service delivery were published recently:

- (1) NAPSO, the National Alliance of Pupil Services Organizations' statement is available from Isadora Hare at the NASW National Office.
- (2) The Midwest School Social Work Council published a position paper entitled School and Community Resource Collaboration authored by Sally Carlson, James P. Clark and Dick Marx. Based on a position statement developed earlier by the Wisconsin School Social Workers' Association and the Wisconsin Chapter of NASW, this paper is available from James P. Clark, 6867 NW 54th Court, Johnston, IA 50131.

Please send a stamped, self-addressed envelope if you request copies of these two statements.

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