



Indiana Content Standards for Educators

School Social Worker

School social workers are expected to have a comprehensive understanding and specialized skill set for this school service license. School social workers will utilize their knowledge to assist students in overcoming a variety of barriers with support from family, school, and community. This school service license requires one to possess the ability to identify and render aid through assessments, consultations, and delivery of interventions to students and families within a school setting by relying on specific preparation in school social work principles, fundamental concepts, theories, and practices as defined in these standards.

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School Social Worker Education Standards

Standard 1: Social Work Ethics of Practice and Professional Development

School social workers will uphold their national code of ethics, while continuing to seek opportunities for professional development to facilitate continuous improvement. School social workers foster a supportive environment for all students, caregivers, and community members.

Standard 2: School Community Policies and Procedures

School social workers will remain up to date on the best policies, practices, and procedures as it pertains to educational law at the local, state, and federal level.

Standard 3: Mental Health Theories and Practices

School social workers have both a broad and comprehensive understanding of relevant practice theories as it relates to the role of the school social worker in the educational setting.

Standard 4: Individual, Small, and Classroom Group

School social workers show a depth of knowledge and understanding of the components of evidence- and research-informed practice for individual, small, and whole group services delivery. School social workers will be able to create a process for identifying and intervening with students in need of services including a process to monitor and evaluate progress.

Standard 5: Responses Services and Crisis Intervention

School social workers will be able to plan for, intervene in, manage, and evaluate responsive services for crisis situations. School social workers will be knowledgeable about suicide intervention, trauma-informed practices, behavioral threat assessment, and crisis prevention services.

Standard 6: Multi-tiered Systems of Support

School social workers will have a broad and comprehensive understanding of multi-tiered systems of support. School social workers will understand all core components relating to multi-tiered systems of support, positive behavioral interventions and supports, response to intervention, and strengths-based interventions.

Standard 7: The Leadership Role of the School Social Worker

School social workers show a comprehensive understanding of the school social work role including the ability to communicate about the role to stakeholders. School social workers

participate in school leadership teams, participate in ongoing professional development, and create learning environments that promote access and opportunity for all students.

Standard 1: Social Work Ethics of Practice and Professional Development

School social workers will uphold their national code of ethics, while continuing to seek opportunities for professional development to facilitate continuous improvement. School social workers foster a supportive environment for all students, caregivers, and community members. School social workers will:

- 1.1** ensure supports utilizing mindful practices to provide students, families, stakeholders, and others with adequate care
- 1.2** seek opportunities for professional development to ensure they are equipped to address the needs of all student populations
- 1.3** utilize a variety of appropriate practices when engaging with students, families, staff, stakeholders, and others
- 1.4** seek opportunities to include mindful practices into their whole classroom instructions and individual lessons
- 1.5** routinely evaluate their professionalism by conducting formal and informal self-assessments
- 1.6** understand the elements of a comprehensive school social work program, including instruction supporting student well-being; mediation and conflict resolution; and personal development through individual, small-group, classroom, and schoolwide initiatives
- 1.7** implement strategies and methods, for collecting, analyzing, interpreting, and reporting data to demonstrate accountability, evaluate outcomes, and assess achievement of the student, school and district goals
- 1.8** apply strategies for effective, efficient, and ethical recordkeeping and documentation
- 1.9** create and sustain community partnerships through resource referrals and common values that support and address the needs of the student body
- 1.10** create and sustain family partnerships that effectively bridge gaps between school and community
- 1.11** apply strategies and techniques for effective case management

Standard 2: School Community Policies and Procedures

School social workers will remain up to date on the best policies, practices, and procedures as it pertains to educational law at the local, state, and federal level. School social workers will:

- 2.1** remain up to date on special education laws at the local, state, and federal levels to ensure that all students are provided with a free appropriate public education (FAPE)
- 2.2** remain up to date on attendance policies and best practices at the local, state, and federal level
- 2.3** remain up to date on foster care, child maltreatment, family violence state laws, federal laws, mandatory reporting guidelines, and school policies as it relates to ensuring the safety and well-being of children and other at-risk student populations
- 2.4** remain up to date on state and federal policies as it pertains to the McKinney-Vento Homeless Assistance Act in order to protect the rights of children experiencing homelessness
- 2.5** remain up to date on the laws and policies governing 504 Plans and Individualized Education Plans (IEP) plans and other service plans as needed

Standard 3: Mental Health Theories and Practices

School social workers have both a broad and comprehensive understanding of relevant practice theories as it relates to the role of the school social worker in the educational setting. School social workers will demonstrate the ability to apply and utilize theory in the context of the educational system of which includes:

- 3.1** theories of human development, characteristics and processes of physical, social, cognitive, and emotional functioning
- 3.2** factors (e.g., nutrition, chronic illness, family dynamics) that affect human development and developmental issues that affect student success
- 3.3** theoretical practice skills that enhance the total health and well-being of students at different stages of development
- 3.4** instructional applications for utilizing theory in practice with various learning styles, strategies, and environments, as well as obstacles to student learning and strategies for coping with or removing these obstacles
- 3.5** identification and utilization of best practices addressing mental health disorders ; at-risk behaviors; and physical, emotional, and sexual abuse in students

Standard 4: Individual, Small, and Classroom Group

School social workers show a depth of knowledge and understanding of the components of evidence- and research-informed practice for individual, small, and whole group services delivery. School social workers will be able to create a process for identifying and intervening with students in need of services including a process to monitor and evaluate progress. School social workers will:

- 4.1** use relevant theoretical frameworks in selecting interventions and techniques that enhance student well-being
- 4.2** understand current best practices supporting student well-being and assist in developing and delivering that instruction to students
- 4.3** keep up to date on evidence-informed assessments and evaluations that can help guide service delivery
- 4.4** demonstrate a depth of knowledge supporting student well-being and how that relates to school culture and climate, as well as employability skills
- 4.5** select and implement developmentally appropriate and evidence-informed individual, small group, or classroom wide interventions or activities
- 4.6** review data related to their practice in order to set future goals and examine the effectiveness of their practice
- 4.7** assist to develop systems to respond to conflict between students in a restorative and developmentally appropriate manner
- 4.8** develop systems to analyze the needs of the school community and link the school to appropriate community-based resources
- 4.9** collect, analyze, and share relevant data related to their practice and service delivery with appropriate stakeholders
- 4.10** develop a system for referring students and families to appropriate resources, as well as a way to follow up on those referrals

Standard 5: Responsive Services and Crisis Intervention

School social workers will be able to plan for, intervene in, manage, and evaluate responsive services for crisis situations. School social workers will be knowledgeable about suicide intervention, trauma-informed practices, behavioral threat assessment, and crisis prevention services. School social workers will:

- 5.1** have a broad and comprehensive understanding of trauma-informed practices and crisis response including an ability to plan, implement, manage, and evaluate crisis response policy, procedure, and practice

- 5.2** understand local, state, and federal law and policy as it relates to suicide prevention and assessment
- 5.3** understand and implement best practice models around suicide assessment and behavioral threat assessment
- 5.4** understand and analyze the mental health and other unique factors facing a student or family when assessing and responding to crisis events
- 5.5** develop a broad understanding of crisis and how crisis events can affect individuals, groups, families, schools, and communities along with how to provide for the mental health supports following the needs of all after a crisis event
- 5.6** provide professional guidance and growth opportunities for school staff around trauma-informed practices and the effects of crisis events
- 5.7** develop a method for evaluating crisis response policies and procedures to enhance future practice
- 5.8** link students, families, staff, and school communities to appropriate resources related to exposure to crisis situations
- 5.9** act as a member of the school team that plans, creates, implements, and evaluates crisis response policies, procedures, and protocols with a specific focus on the mental health effects of crisis

Standard 6: Multi-tiered Systems of Support

School social workers will have a broad and comprehensive understanding of multi-tiered systems of support. School social workers will understand all core components relating to multi-tiered systems of support, positive behavioral interventions and supports, response to intervention, and strengths-based interventions. School social workers will develop, implement, manage, and evaluate:

- 6.1** strategies and methods for developing, coordinating, and managing multi-tiered systems of support
- 6.2** the elements of a comprehensive school social work program, including the use of response to intervention and strengths-based approaches
- 6.3** positive behavioral interventions and support strategies and techniques for creating and implementing a schoolwide comprehensive program supporting student well-being

Standard 7: The Leadership Role of the School Social Worker

School social workers show a comprehensive understanding of the school social work role including the ability to communicate about the role to stakeholders. School social workers participate in school leadership teams, participate in ongoing professional development, and create learning environments that promote access and opportunity for all students. School social workers will:

- 7.1** provide leadership in the school setting by assisting in the development of a positive school climate while working alongside administration, school staff, families, and community professionals
- 7.2** engage families, school staff, and community members in professional learning opportunities that will help these groups understand how to best meet the needs of students
- 7.3** work collaboratively with school leaders in developing policies supporting access and opportunity for all students
- 7.4** promote the profession of school social work using current literature and research to support the importance of the role for students, families, school staff, and communities
- 7.5** demonstrate leadership in creating cross disciplinary relationships and conversations aimed to reduce achievement gaps for at-risk student populations and promote educational access and opportunity for all students
- 7.6** engage in professional growth opportunities aimed at increasing the utilization of evidence-informed services and interventions in schools

Alignment of Educator Standards with State and National Standards

Indiana Content Standards for School Social Worker	Council on Social Work Education (CSWE) - Educational Policy and Accreditation Standards (EPAS) Competencies (2022)	National Association of Social Workers (NASW) - Standards for School Social Work Services (2012)
<u>Standard 1: Social Work Ethics of Practice and Professional Development</u> School social workers show a comprehensive understanding of the school social work role including the ability to communicate about the role to stakeholders. School social workers participate in school leadership teams, participate in ongoing professional development, and create learning environments that promote access and opportunities for all students.	Competencies 1,2,3 6,7,8,9	Standards 1,2,3,4,5,6,7,9,10,11
<u>Standard 2: School Community Policies and Procedures</u> School social workers will remain up to date on the best policies, practices, and procedures as it pertains to educational law at the local, state, and federal level.	Competencies 2,5	Standard 5
<u>Standard 3: Mental Health Theories and Practices</u> School social workers have both a broad and comprehensive understanding of relevant practice theories as it relates to the role of the school social worker in the educational setting.	Competency 4	Standards 3,4,5,6
<u>Standard 4: Individual, Small, and Classroom Group</u> School social workers show a depth of knowledge and understanding of the components of evidence- and research-informed practice for individual, small, and whole group services delivery. School social workers will be able to create a process for identifying and intervening with students in need of services including a process to monitor and evaluate progress.	Competencies 6,7,8,9	Standards 3,4,5,6
<u>Standard 5: Responsive Services and Crisis Intervention</u> School social workers will be able to plan for, intervene in, manage, and evaluate responsive services for crisis situations. School social workers will be knowledgeable about suicide intervention, trauma-informed practices, behavioral threat assessment, and crisis prevention services.	Competencies 6,7,8,9	Standards 3,4,5,6
<u>Standard 6: Multi-tiered Systems of Support</u> School social workers will have a broad and comprehensive understanding of multi-tiered systems of support. School social workers will understand all core components relating to multi-tiered systems of support, positive behavioral interventions and supports, response to intervention, and strengths-based interventions.	Competencies 6,7,8,9	Standards 3,4,5
<u>Standard 7: The Leadership Role of the School Social Worker</u> School social workers show a comprehensive understanding of the school social work role including the ability to communicate about the role to stakeholders. School social workers participate in school leadership teams, participate in ongoing professional development, and create learning environments that promote access and opportunity for all students	Competencies 6,7,8,9	Standards 2,3,5,8,10