

Spring 5-4-1993

# Evaluation of School Social Worker Tasks and Activities

Patti A. Hartwig  
*Augsburg College*

Follow this and additional works at: <https://idun.augsburg.edu/etd>



Part of the [Social Work Commons](#)

---

## Recommended Citation

Hartwig, Patti A., "Evaluation of School Social Worker Tasks and Activities" (1993). *Theses and Graduate Projects*. 687.  
<https://idun.augsburg.edu/etd/687>

This Open Access Thesis is brought to you for free and open access by Idun. It has been accepted for inclusion in Theses and Graduate Projects by an authorized administrator of Idun. For more information, please contact [bloomber@augsb.org](mailto:bloomber@augsb.org).

EVALUATION OF SCHOOL SOCIAL WORKER  
TASKS AND ACTIVITIES

by

Patti A. Hartwig

Augsburg College  
George Sverdrup Library  
Minneapolis, MN 55454

A Thesis

Submitted to the Graduate Faculty

of

Augsburg College

in Partial Fulfillment of the Requirements

For the Degree

Master of Social Work

Minneapolis, Minnesota

May, 1993

MASTER OF SOCIAL WORK  
AUGSBURG COLLEGE  
MINNEAPOLIS, MINNESOTA

CERTIFICATE OF APPROVAL

This is to certify that the Master's thesis of:

Patti Hartwig

has been approved by the Examining Committee for the thesis requirements for the Master of Social Work Degree.

Date of Oral Presentation: 5/4/93

Thesis Committee:

Anthony A. Bickel  
Thesis Advisor

Gay I. Whitford  
Thesis Reader

Nancy J. Brennan  
Thesis Reader

## DEDICATION

To family and friends  
especially mom and dad  
for your love,  
support and encouragement  
while completing this project  
and through out my life.

EVALUATION OF SCHOOL SOCIAL WORKER

TASKS AND ACTIVITIES

PATTI A. HARTWIG

AUGSBURG COLLEGE

MINNEAPOLIS, MINNESOTA

SPRING 1993

ABSTRACT OF THESIS

The purpose of this study was to ascertain school social workers' perception of how frequent they provide the activities of the school social workers job description. It was hypothesized that if a school social worker is in one school building 100% of the time, they are able to provide all of the services required in the job description. Thirteen school social workers indicated how frequent they provide services by percentage of time spent on each task. Overall, school social workers provided in-direct social work services such as consultation with school personnel and crisis intervention. Those assigned to one building provided more individual counseling to students while those assigned to two buildings provided more diagnostic services such as home visits for special education assessment and writing special education reports. The priority of services showed overall consultation with school personnel as the highest rank services. For those workers assigned to one school services were spread out evenly among the tasks. For those workers assigned to two buildings consultation had the highest ranking.

## TABLE OF CONTENTS

ABSTRACT . . . . .	Page
TABLE OF CONTENTS . . . . .	iv
LIST OF TABLES . . . . .	v
LIST OF APPENDICES . . . . .	viii
	ix

### CHAPTER ONE

INTRODUCTION . . . . .	PAGE
STATEMENT OF THE PROBLEM . . . . .	1
RESEARCH QUESTION . . . . .	3
DEFINITION OF TERMS . . . . .	3
SIGNIFICANCE OF THE STUDY . . . . .	4
HISTORY OF SCHOOL SOCIAL WORK . . . . .	6
	7

### CHAPTER TWO

REVIEW OF THE LITERATURE . . . . .	13
SCHOOL SOCIAL WORK ROLE EVALUATION . . . . .	15
THE IMPORTANCE OF P.L. 94-142 . . . . .	18
SCHOOL STAFF INPUT IN THE EVALUATION OF SCHOOL SOCIAL WORK PRACTICE . . . . .	19
MODELS OF PRACTICE . . . . .	19
SUMMARY . . . . .	21

CHAPTER THREE

METHODOLOGY . . . . .	22
ETHICAL CONSIDERATION . . . . .	22
SUBJECTS/SAMPLE . . . . .	23
INSTRUMENT . . . . .	26

CHAPTER FOUR

RESULTS . . . . .	27
OUT LINE OF PRESENTATION. . . . .	27
PERCENTAGE OF TIME EMPLOYED IN THE DISTRICT . . . . .	28
NUMBER OF SCHOOLS ASSIGNED. . . . .	29
EDUCATION LEVEL . . . . .	29
YEARS EMPLOYED AS A SCHOOL SOCIAL WORKER IN THE DISTRICT . . . . .	30
COMPARISON OF PERCENTAGE OF TIME EMPLOYED, NUMBER OF BUILDINGS ASSIGNED AND STUDENTS POPULATION . . . . .	31
PERCENTAGE OF TIME SERVICES PROVIDED. . . . .	32
TASKS COMPARED BY EMPLOYMENT AND BUILDINGS ASSIGNED. . . . .	34
PRIORITY OF SOCIAL WORK SERVICES. . . . .	37

CHAPTER FIVE

DISCUSSION. . . . .	41
PERCENTAGE OF SERVICES PROVIDED . . . . .	43
PRIORITY OF SOCIAL WORK SERVICES. . . . .	45
LIMITATIONS . . . . .	46
RECOMMENDATION FOR FURTHER RESEARCH . . . . .	48
SUMMARY . . . . .	49

APPENDICES . . . . .	51
REFERENCE . . . . .	56



LIST OF TABLES

TABLE 1.	ELEMENTARY SCHOOLS POPULATIONS . . . . .	24
TABLE 2.	SECONDARY SCHOOLS POPULATIONS. . . . .	25
TABLE 3.	PERCENTAGE EMPLOYED IN DISTRICT. . . . .	28
TABLE 4.	NUMBER OF SCHOOLS ASSIGNED . . . . .	29
TABLE 5.	EDUCATION LEVEL. . . . .	30
TABLE 6.	YEARS EMPLOYED AS SCHOOL SOCIAL WORKER IN DISTRICT. . . . .	30
TABLE 7.	COMPARISON OF PERCENTAGE OF TIME, NUMBER OF BUILDINGS ASSIGNED, AND STUDENT POPULATION . . . . .	31
TABLE 8.	RESPONDENTS' PERCENTAGE OF PROVIDED SCHOOL SOCIAL WORK SERVICES TASKS. . . . .	33
TABLE 9.	TASK PERCENTAGE SCHOOL SOCIAL WORKERS EMPLOYED 100% AND ASSIGNED TO ONE SCHOOL .	35
TABLE 10.	SCHOOL SOCIAL WORKERS EMPLOYED 80% OR LESS AND/OR ASSIGNED TO TWO BUILDINGS . . . . .	36
TABLE 11.	SCHOOL SOCIAL WORKERS PERCENTAGE OF TIME PROVIDE SPECIALIZED STUDENTS GROUP WORK. .	37
TABLE 12.	PRIORITY OF SCHOOL SOCIAL WORK SERVICES. .	39

LIST OF APPENDICES

APPENDIX A.	PERMISSION LETTER FROM DISTRICT 742. . .	51
APPENDIX B.	AGREEMENT TO PARTICIPATE CONSENT FORM. .	52
APPENDIX C.	QUESTIONNAIRE. . . . .	54

## CHAPTER ONE

### INTRODUCTION

School social work services are concerned with those social forces that interfere with or have impact on students' being able to gain maximum benefit from the education. School social workers are employed in school systems to supplement educators to help students gain that maximum education. The school social worker is an employee of the organization and as such works with all members of the organization for attainment of the system's goals.

The school social workers function is carried out by two major kinds of activities: that which has as its focus a particular child and that which has as its focus the improvement of services for school children generally (Johnson, 1962, p. 100). The social worker in the school has a breadth of activity that is not found in most settings in which social workers are employed. While the child is the primary client, the social worker can help most effectively by working simultaneously with school personnel, parents, and community resources. The skills required are different in working with each of these

groups. This breadth of activity which demands knowledge of several methods, often used in combination, is a specific characteristic of school social work.

On a daily basis, the school social worker interacts with varied groups of people with different vested interests who make up the school system. School social workers' two main constituent groups are those who are internal to the organization such as students, co-workers and superiors and those who are external such as parents, personnel of community agencies, and state officials (Lee, 1983).

School social workers perform many tasks, these tasks involve either direct or indirect work with students. The services provided by the school social worker range from working with individual students, family involvement, consultation with school personnel, teaming for special education services, and student group work. School social workers are obliged to help make school a rich and stimulating experience for young people and a place in which the youngsters can prepare themselves for the world (Costin, 1972).

Many school social workers are assigned to more than one school. School social workers have time constraints and have to follow the established priority to provide special education services. Public law 94-142, 1976, was

passed to provide additional federal funding for those states agreeing to give a free and appropriate education to children with handicapping conditions. When the school social worker is assigned to more than one school, time limits the worker to provide only a fraction of the many tasks of the school social worker's job description.

#### Statement of the Problem

The purpose of this study is to ascertain District 742 school social workers' perception of how frequent they provide the activities of the school social worker's job description.

#### Research Questions

1. How frequent are activities of the school social worker being provided?
2. What is the effect of being assigned to more than one building on the ability to perform requirements of the school social worker's job description?

Hypotheses:

If a school social worker is in one school building 100% of the time, they are able to provide all of the services required in the job description.

Definition of Terms

Education for All Handicapped Children Act, Public Law 94-142. The act guarantees a "free, appropriate public education which emphasizes special education and related services to meet their unique needs" for all handicapped children between the ages of three through twenty-one (Hancock, 1982, p. 33).

Handicapped Children. Mentally impaired, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, deaf-blind, multi-handicapped, or is having specific learning disabilities, who because of those impairments need special education, and related services (Hancock, 1982, p. 34).

Special Education Services. Those services which include classroom instruction, instruction in physical education, home instruction, and instruction in hospital

and institutions, speech pathology, and vocational education (Hancock, 1982, p. 35).

Related Services. The development, corrective and supportive services ... required to assist a handicapped child to benefit from special education and include ... psychological services and social work services in the school (Hancock, 1982, p. 35).

Social Work Services in Schools. Those services which include:

1. Preparing a social or developmental history on a handicapped child.
2. Group and individual counseling with the child and family.
3. Working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school.
4. Mobilizing school and community resources to enable the child to receive maximum benefit from his or her educational program (Moorman, Morrison, & Tiefenthal, 1982, p. 101).

Least restricted Environment. Also called mainstreaming.

Individual Education Plan (IEP). All children requiring special education services are to have a written individual education plan. The IEP includes statements of

the child's present level of performance, annual and short-term goals, the extent to which the child will participate in regular programs, a notation as to the dates the services will be provided, and criteria used for evaluation of the effectiveness of the program (Hancock, 1982, p. 34).

Multidisciplinary Team. Those persons involved in the planning and development of the IEP. Members include: parents or guardian, regular and special education teachers, school principal, specialized instructors, psychologist, nurse, and social worker.

#### Significance of the Study

This study is significant to the field of social work because it addresses information needed to guide policy, planning and practice decisions in implementing services provided by school social workers. This research will help define the need to have a school social workers assigned to only one school in order to meet the requirements of services.



### Feasibility of Study

Permission to conduct this study was obtained from School District 742 Special Education Department. (See appendix A).

### HISTORY

The addition of social workers to public school personnel began in the early twentieth century. Social work services in schools grew out of concern for underprivileged pupils.

The history of school social work can be divided into several principal periods: the formative era (1900-1920); the period of intense professionalization (1920-1965); and the era of federal intervention (1965-1972).

In 1906 services began independently in New York City, Boston, and Hartford. These large urban school districts established visiting teacher programs (today frequently referred to as school social workers) to foster harmony between school and home and facilitate the children's education. It was the role of the worker to promote understanding and communication (Allen-Meares, 1988) between school and settlement houses. Another role of the

visiting teacher was to assist the psychologist to secure family and developmental histories of children and to implement the treatment recommendation.

By 1919 every state had some form of legislation requiring compulsory attendance of children between certain ages, ranging from seven to fifteen years. This resulted in the establishment of attendance officers.

During the decades that followed, school social workers grew in number and the focus of the service changed in response to important influences of the times. The visiting teacher performed several social welfare functions: 1) To prevent, or at least to reduce, truancy and delinquency; 2) To rehabilitate poor, disorganized families by providing relief services; and 3) to facilitate the Americanization of the increasingly foreign-born population.

Visiting teachers during this period focused on the most visibly "troubled" children and their families and attempted to intervene on behalf of students whose attendance and behavior problems stemmed from poverty, unemployment, sickness, or the inability to negotiate urban bureaucracies (Hancock, 1982). They served in many cases as advocates for their clients by attempting to reform or improve social, economics, and political conditions in their effort to build commitment and loyalty to education.

They directed their action primarily toward environmental conditions rather than toward the individual child. Thus the principal activity of the school social worker, at that time, was one of home-school-community liaison (Allen-Meares, 1988).

The 1920s was the era in which great efforts were devoted to the prevention of delinquency. Attention was beginning to shift from the school and the community to an emphasis on the needs of the individual child. The history of school social work during the 1920s was characterized by two significant developments.

In 1921, the Commonwealth Fund provided financial support for 30 pilot visiting teacher programs in several large cities and two-dozen small towns and rural communities. The Fund's projects were undertaken because of its mission to prevent delinquency, which links this effort with existing visiting teacher programs (Hancock, 1982).

The second significant force affecting social work during the 1920s was the mental hygiene movement. This effort stressed the opportunity to prevent potential behavior and maladjustment problems by identifying emotionally disturbed children through diagnostic testing. The services expanded to include a therapeutic role. An increasing interest among school social workers was to

understand behavior problems of pupils and techniques to prevent social maladjustment (Allen-Meares, 1988).

During the 1930s, the role of attendance officers gradually took on a new dimension: individual work with children and their families, later referred to as social casework (Allen-Meares, 1988). During the years of the Great Depression there was a decline in the provision of social services in schools. Programs seen as extras were cut sharply. The need for food, shelter, clothing, and emotional support for troubled pupils occupied much of the school social workers' attention (Allen-Meares, 1988).

During the 1940s to 1960s, home-school liaison and the attendance officer's role was essentially replaced by social casework.

During the later 1960s the character of school social work was transformed. Financial support under the Elementary and Secondary Educational Act allowed communities to expand their social services, either by diverting money targeted at low income Title I students toward non-cognitive programs made available to all children, or by using Title I funds to pay for existing academic programs and taking the local revenues to pay for social services.

The 1970s was a time for great expansion (Allen-meares, 1988). There was an increased emphasis on family,

community, and teaming with other school personnel.

Costin, (1975) introduced a model to address the problems of securing equal educational opportunity for all pupils.

This model, the school-community-pupil relations model, emphasized the complexities of the interactions among students, the school, and the community. The primary goal was to bring about change in the interaction of the "system". Factors that have played a role in the changes of social work services include legislation in 1975 such as the Education for All Handicapped Children Act, PL 94-142 (Allen-Meares, 1988). The act authorizes funding for the education of all handicapped children "in the least restrictive environment" and the implementation of individualized educational program for each child (Hancock, 1982).

Allen-Meares (1988) list present day school social worker services as those that include 1) each child is entitled to equal educational opportunities and to learning experiences adapted to their individual needs and 2) the process of education should not only provide the child with tools for future learning and skills to use in earning a living, but be an essential ingredient of the child's mental health.

It can be seen from this account of the historical development that the goals of the school social work

profession have expanded greatly since its modest beginnings at the turn of the century.

## CHAPTER TWO

## REVIEW OF LITERATURE

Since the 1960s, school social work has been emphasizing mental health increasingly, in particular primary prevention of mental health problems. Costin (1972) expressed the view that social workers are obliged to help make schools a rich and stimulating experience for young people and a place in which the youngsters can prepare themselves for the world. Radin (1975) delineated the major goals of school social work as promoting the maximum development of all children in the school, particularly those whose potential has been grossly unrealized, and preparing students for future roles in society. Welsh (1982) described school social workers as being concerned with enhancing the social and emotional functioning of all students, especially high-risk students, and as working with educators to help students achieve optimum growth. Anderson (1974) indicated that social workers have become increasingly involved in fostering good human relations in school, for example, in identifying problems that interfere with the school's capacity to

provide effective learning, and in helping to alleviate the problems. He also stressed that school social workers work directly with children who have problems that inhibit social or emotional growth.

Among the specific activities cited (Costin, 1969; 1972; Meares, 1982; Easton, 1982; Vinter & Sarri, 1965; Wodarski, 1981; Radin, 1975; Welsh, 1982) as appropriate for school social workers as they engage in primary and secondary prevention of mental health problems and in fostering optimum development were the following: consulting with teachers, working with groups of parents, conducting workshops for teachers, leading classroom discussions, demonstrating and encouraging the use of affective education, providing demonstrating and consultation about effective classroom management using behavior modification techniques, and doing group work with students who have potential problems.

Since the landmark study of Costin (1969), a number of national, state, and local studies have further clarified and determined the evolving role and current tasks of the school social worker (Alderson & Krishef, 1973; Chavkin, 1985; Lambert & Mullanly, 1982; Lee, 1987; Meares, 1977; Timberlake, Sabatino, & Hooper, 1982). Most of these studies have focused on how school social workers view their role.



## SCHOOL SOCIAL WORK ROLE EVALUATION

In 1968, Costin (1969) analyzed 107 tasks performed by school social workers to determine how school social workers defined their practice. She considered two questions pertaining to the roles of school social workers:

1) How do professionals school social workers define the content of school social work and the relative importance of its parts? 2) Does such a definition provide a promising basis for experimentation in assigning responsibilities to social work staff with different levels of education and training? She found that the traditional clinical model in which the school social worker focuses on the individual child and the child's emotional problems and personal adjustment was the primary approach to social work practice in schools.

Alderson & Krishef (1973) studied school social workers in Florida to obtain a picture of their readiness to delegate responsibilities to those with lesser education. They pulled from Costin's (1969) study that school social workers were reluctant to delegate the tasks that they considered important. Alderson & Krishef sent out 494 questionnaires and 207 were returned. Of these, there were returns from thirty-nine persons holding M.S.W. degrees, seventy-seven with a bachelor's degree, and

ninety-one with master's degrees in other areas. The findings of this study show that respondents are conscious of the importance of functioning in the areas of leadership and influencing policies within the school setting.

In 1975, Allen-Meaures surveyed a national random sample of school social workers. Allen-Meaures used Costin's two research questions along with the additional question: Was there a change in the opinions expressed by school social workers sampled in 1968? She found that the individual child, not target groups of children, was the focus of school social work practice. She concluded that the clinical approach had evolved into an approach emphasizing the role of home-school-community liaison and educational counseling with the child and his or her parents. The literature indicated that the approach fell between the traditional clinical approach and the systems models.

A survey conducted in 1976 by the National Association of Social Workers confirmed that most school social workers spent time providing services to individual students or their parents. Significantly less time was spent providing services to target groups of at-risk students.

Lambert and Mullaly, 1980, performed a study in Toronto, Ontario. They found that school social workers do not place priority on individual change or system change

but recognize the importance of both.

Chavkin (1985) studied 379 school social workers in 200 school districts in three states. The major purpose of the study was to describe the current status of school social work activities, particularly to provide and update on the utilization of Costin's recommendation. The study was based on the need for school social workers to understand their social service delivery methods. Chavkin added supplemental questions on external factors to Costin's questionnaire and found that P.L. 94-142 had a large influence on school social work activities. These findings suggest the need for further examination of the influence of external factors, particularly P.L. 94-142, on the pattern of school social work activities.

In 1987, Lee, randomly surveyed 120 school social workers who attended a state conference in Louisiana. The survey was intended to evaluate current practice activities. The results emphasized that school social workers perceived their most frequently provided tasks as interviewing, consultation, and data-gathering skills.

A summary of the research indicates that school social workers focus on work with individual students, consultation, student group work and activities related to teaming. School social workers do not often provide parent groups, teacher in-service or workshops, research, and

other activities related to leadership or systems change (Staudt, 1991).

THE IMPORTANCE OF P.L. 94-142  
EDUCATION FOR ALL HANDICAPPED CHILDREN ACT

Currently, the greatest influence on school social work practice is P.L. 94-142, the Education for All Handicapped Children Act of 1975.

Timberlake, Sabatino, and Hooper (1982) conducted a survey of school social workers to assess the effects of P.L. 94-142 on school social work practice. They found that the practice tasks in which school social workers engaged most frequently emphasized the multidisciplinary team aspects of direct and indirect services, direct services provided by social workers, and the collection and sharing of information. The practice tasks involved diagnosing handicapping conditions and providing feedback to the school system on the information collected during the diagnostic process.

## SCHOOL STAFF INPUT IN THE EVALUATION OF SCHOOL SOCIAL WORK PRACTICE

Timberlake, Sabatino, and Hooper (1979) examined the information input of teachers, educational psychologists, and school social workers in decisions regarding special education placement of handicapped children. This study was useful in that it identified which variables were utilized and which were most important in restrictive placement of children.

In 1983, Staudt & Craft analyzed the opinions of school personnel concerning the social worker's role and performance in a twenty-eight district area. The findings of this study showed that other school professionals wanted school social workers to provide primarily direct individual and family services to students with behavioral or emotional problems. It also concluded that services should contain liaison services between the school and home and that teacher consultation was also desired.

## MODELS OF PRACTICE

In addition to the research on the various dimensions of school social work services, several conceptual models

of practice have been presented in the literature. The traditional-clinical model focuses on the emotional and social problems which interfere with the student's educational progress. The social worker relies on psychosocial theory to treat the student. The role of the school system is given minimal attention in solving the student's problem. The school-change model focuses on the dysfunctional school system conditions which interfere with the student's educational development. The social worker treats the school system as client with the goal of changing those norms and conditions which impede learning and adjustment. The community-school model focused on deprived communities with the goal of developing community support for innovative programs for disadvantaged students (Alderson, 1972, pp. 57-74). The school-team practice model focuses on developing the potential of persons in the school or community in relation to carrying out the objectives of an individualized educational plan. Evolving differentiated skills, the interdisciplinary team approaches problem-solving in a unified and collegial manner (Anderson, 1972). The school-community-pupil model focuses on alleviating stress on target groups of children with related problems and enabling them to use learning opportunities more effectively through bringing about changes in the system of school-community-pupil

relationships. Here, the social worker directs attention to the situation rather than to the personality (Costin, 1975).

#### SUMMARY

From the review of the literature, studies have been focused on the perceptives of the school social work, other school personnel, and external factors such as P.L. 94-142. These studies reinforced the idea that school social workers have a vital part to play in assisting the educational system in its principal purpose--educating children.

## CHAPTER THREE

### METHOD

An exploratory descriptive case study method was used for this study. Variables of interest include the number of schools a social worker is assigned and the task requirements of the job description for the school social worker in District 742.

#### Ethical Consideration

Prior to the onset of this study, permission from School District 742 Special Education Department was obtained to conduct the study. A copy of the letter of permission to conduct the study can be found in Appendix B. A letter of agreement to participate was obtained from the respondents of the study. Subjects will be assured that participation in the study is voluntary and choosing not to participate will not affect current or future association with the school district.



Subjects

The subjects were school social workers currently employed by St. Cloud, Minnesota School District 742. St. Cloud is located 70 miles northwest of Minneapolis, Minnesota. In 1992-93, St. Cloud school district included the following communities: Clear Lake, Clearwater, Colledgeville, Luxemburg, Pleasant Lake, St. Augusta, St. Joseph, and Waite Park. The district has eighteen schools-- one early childhood program, 11 elementary schools, 2 junior high schools, 2 senior high schools, one alternative area learning center, and one residential setting. Total enrollment of the district for the school year 1992-93 was 11670.

During this study the district employed thirteen full and/or part-time school social workers. Tables 1 and 2 show the demographics of district student population.

TABLE 1  
ELEMENTARY SCHOOLS K-6 N=6292  
EARLY EDUCATION N=92

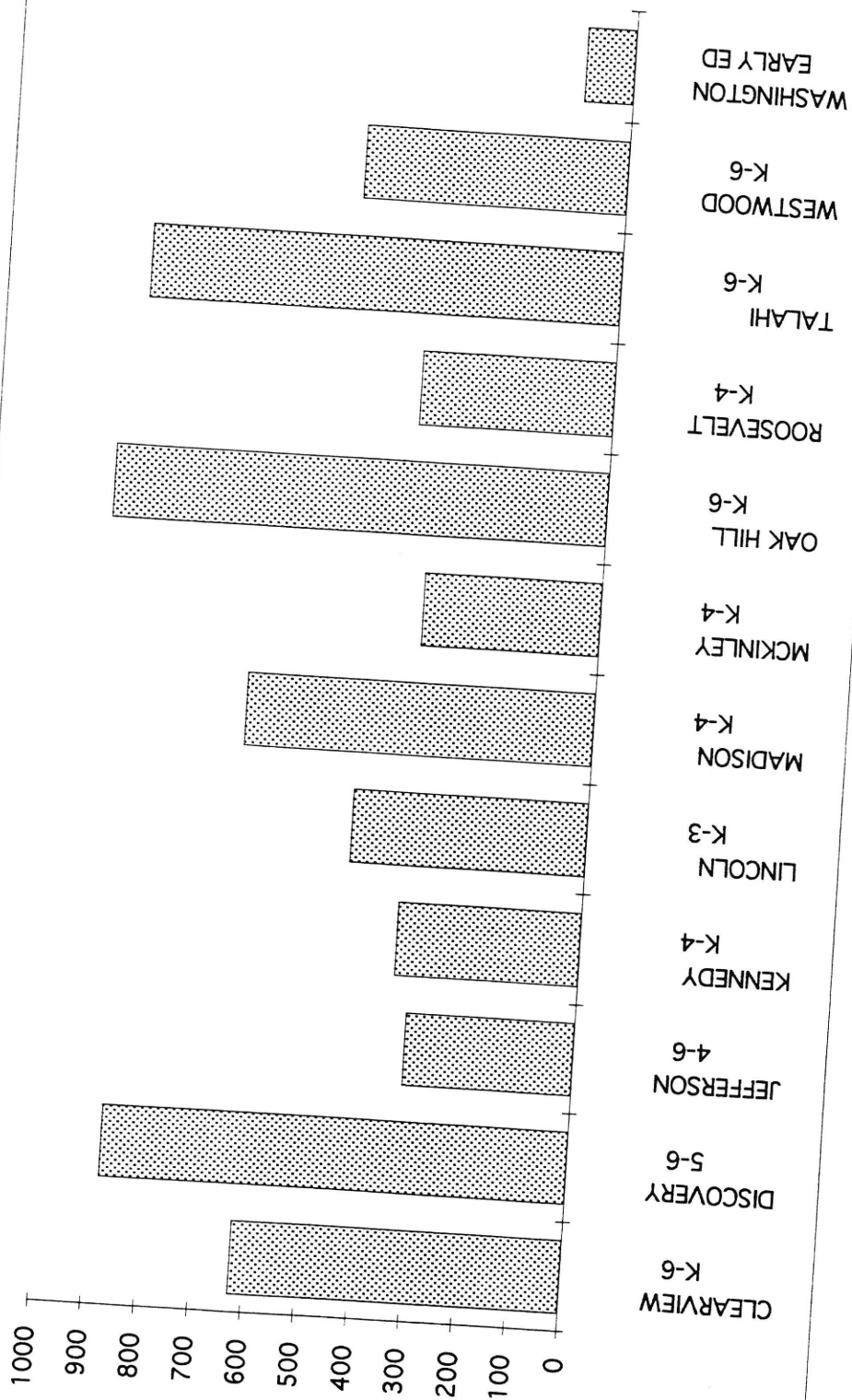
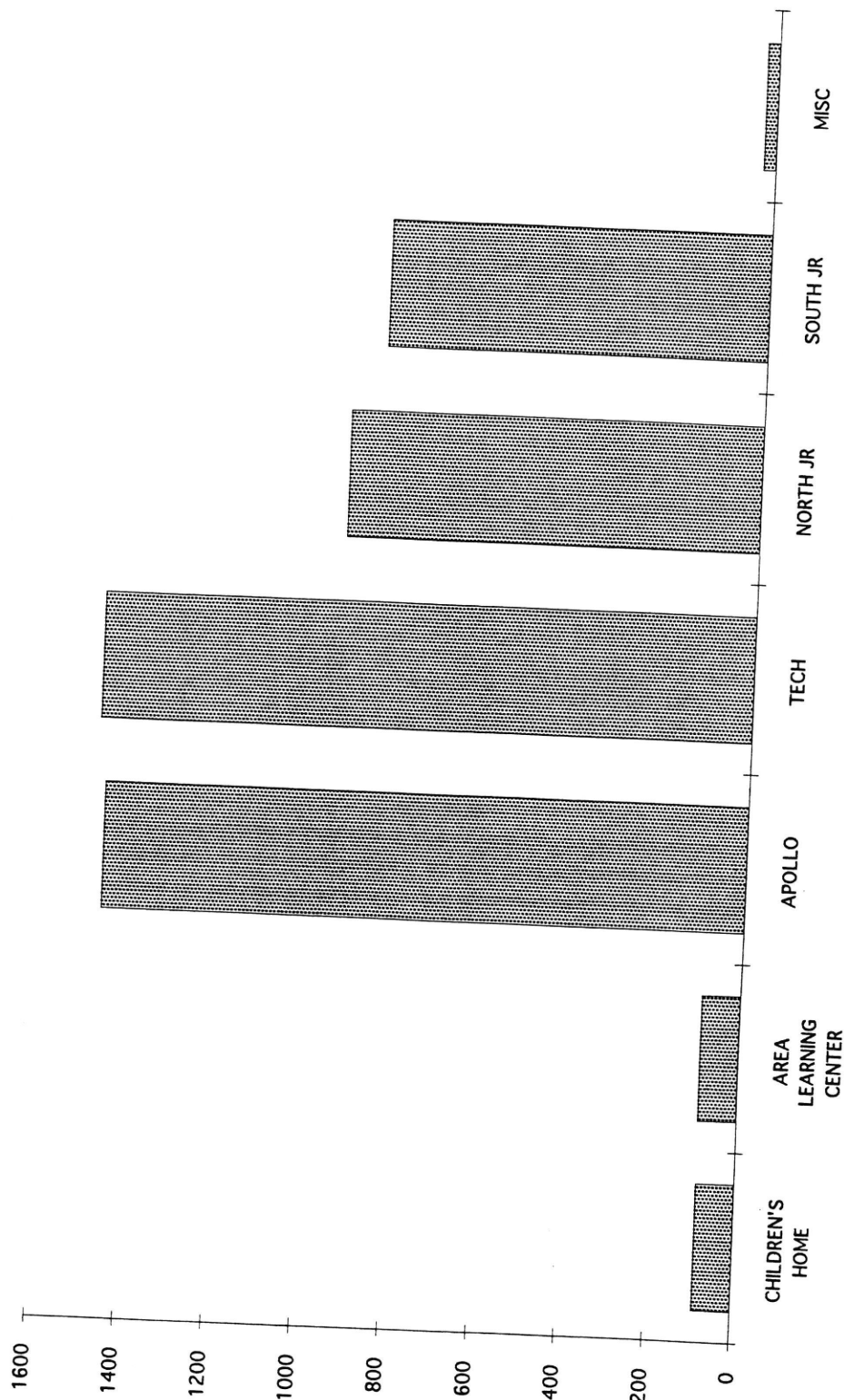


TABLE 2  
SECONDARY SCHOOLS 9-12 N=5258  
SPECIAL PROGRAM 9-12 N=28



Instrument

A questionnaire (See appendix C) listing 10 school social work services was developed and sent to all of the school social workers who worked in the school district during the school year 1992-93.

Respondents were asked to indicate the degree to which each service or task was provided. The frequency of practice task was indicated by the percentage of time spent on the tasks in an average week. The items were chosen based on job descriptions of school social work, input from school social workers, and previous studies. Respondents were asked general questions related to the number of schools which they are assigned and the percent of time which they are employed in the school district. Respondents were also asked to list the three most important tasks of the school social worker. Several open-ended questions were asked, and background information was obtained.

## CHAPTER FOUR

### RESULTS

#### Out Line Of Presentation

The St. Cloud School District has provided school social work services for 27 years and currently has thirteen employed full or part time social workers.

The purpose of the study was to determine the school social workers' perception of how frequent they provide the activities of the school social workers' job description.

The first part of this study was designed to determine how frequent activities of the school social worker are being provided. The second part of the study was designed to determine if there was a relationship between completion of school social worker tasks and the percentage of time employed and the number of school(s) to which the social worker was assigned.

This chapter reports the results of the study with a display of charts and graphs. The following topics will be addressed: a) percentage of time employed in the district, b) number of school(s) assigned, c) education level

d) number of years employed as a school social worker in the district, e) comparison of percentage of time employed, number of buildings and size of population, f) overall average of time services are provided, g) percentage of time each service provided, h) priority of school social work services, and i) summary.

The sample for this study consists of twelve out of the thirteen school social workers with an added comparison of the thirteenth worker who is also the primary research investigator.

Percentage Of Time Employed In The District

The data gathered for this study indicated that 69% (n=9) of the school social workers are employed 100% of the time, the remaining 31% (n=4) of the workers are employed less than 100% (80%/60%/50%). See table 3.

TABLE 3  
PERCENTAGE EMPLOYED  
IN DISTRICT

PERCENTAGE	100	80	60	50
NUMBER OF SCHOOL SOCIAL WORKERS N=13	9	1	1	2

MODE = 100%

MEAN = 90.8%

87.69%

Number Of Schools Assigned

The gathered data also indicated that 61% (n=8) of the social workers are assigned to one school, compared to 38% (n=5) of the social workers who are assigned to two schools. See table 4.

TABLE 4  
NUMBER OF  
SCHOOLS ASSIGNED

<u>NUMBER OF BUILDINGS ASSIGNED</u>	1	2
<u>NUMBER OF SCHOOL SOCIAL WORKERS N=13</u>	8	5

MODE = 1 BUILDING  
MEAN = 1.38 BUILDINGS

Education Level

84.5%, 11 out of the 13, have a masters degree or higher. One has a Ph.D., five have a masters degree in social work, another five have a masters in psychology/counseling, and two have a bachelors of social work. See table 5.

TABLE 5  
EDUCATION LEVEL

DEGREE	PH.D	MSW	MPC	BSW
NUMBER SCHOOL SOCIAL WORKERS N=13	1	5	5	2

Years Employed As A School Social Worker In The District

A large percentage of the school social workers have been employed in the district for a number of years. The modal number of years employed with the district is 13 years and the mean of 9.92 years. 69% of the school social workers have been employed for 5 or more years. In fact, only 30% of the social workers have been employed for less than the 5 years. See table 6. The reported number of years employed in the district ranged from 1 - 27.

TABLE 6  
YEARS EMPLOYED  
SCHOOL SOCIAL WORKER  
IN DISTRICT

YEARS	0-4	5-9	10-14	15-20
NUMBER SSW DIST N=13	4	3	3	3

MODE = 13 YEARS  
MEAN = 9.92 YEARS



Comparison Of Percentage Of Time Employed, Number Of Buildings Assigned And Student Population

Table 7 shows a comparison of social worker's percentage of time employed in the district, the number of school(s) assigned and the student population of the school(s). 54% (N=7), of the school social workers are employed 100% and assigned to one school. Two social workers are employed 100% and assigned to two schools while another worker is employed 80% and assigned to one school. The remaining three social workers, 23%, are employed 60% or less and assigned to two schools.

TABLE 7  
COMPARISON OF PERCENTAGE OF TIME,  
NUMBER OF BUILDINGS ASSIGNED,  
AND STUDENT POPULATION

	TOTAL STUDENT POPULATION							
ASSIGNED TO ONE BUILDING	92 <sup>^</sup> *	888 *	880 *	89 <sup>~</sup> *	864 *	1463 *	1480 *	932 **
ASSIGNED TO TWO BUILDING	747 *	747 *	764 ***	682 ****	862 ****			

^ Early Education Program  
~ Area Learning Center  
Employed:  
\* 100%  
\*\* 80%  
\*\*\* 60%  
\*\*\*\* 50%

When the comparison of school population is added, except for the special programs (Early Education and Area Learning Center), the total school populations range from 683 - 1480 students. The two highest populations came from the two high schools. The mean score of students is 937. Excluding the high school students the mean population is 818 students. Of the school social workers assigned to two schools and employed 60% or less, one of the workers fall within the mean with 862 students, two of the other social workers school populations with 764 and 683.

#### Percentage Of Time Services Provided

School social work services were broken down into ten specific services (with a spot for an other): 1) liaison between home, school, and community, 2) counseling individual students, 3) specialized student groups, 4) counseling with parents, 5) special education child study meetings, 6) home visits for the purpose of assessment services, 7) classroom observations, 8) consultation with school personnel, 9) assessment/special education reports, and 10) crisis intervention.

The respondents were asked to indicate what percentage of their work day was spent on the different school social

TABLE 8  
 RESPONDENTS' PERCENTAGE OF PROVIDED  
 SCHOOL SOCIAL WORK SERVICE TASKS  
 N=13 \ 100%

TYPE OF SERVICE	MEAN PERCENTAGES	MODAL
CONSULTATION WITH SCHOOL PERSONNEL	12.61%	15%
CRISIS INTERVENTION	12.07%	5%
HOME VISITS FOR SPECIAL ED	11.76%	10%
CHILD STUDY STAFF MEETINGS	11.15%	10%
INDIVIDUAL STUDENT COUNSELING	10%	5%
COUNSELING WITH PARENTS	9.38%	10%
LIAISON ACTIVITIES	8.3%	5%
STUDENT GROUP WORK	8.15%	0%\15%
CLASSROOM OBSERVATIONS	7.07%	5%
WRITING SPECIAL ED REPORTS	5.92%	5%
OTHER (*)	3.53%	

- (\*) OTHER INCLUDES:
- 1) COORDINATING MEETINGS
  - 2) ADMINISTRATIVE
  - 3) ATTENDANCE CONCERNS
  - 4) PEER HELPER ADVISOR
  - 5) HOME VISITS FOR OTHER CONCERNS

work services. Table 8 shows that the services most often used by respondents were consultation with school personnel (12.61%), crisis intervention (12.07%), home visits to family (11.76%), child study meetings (11.15%), and counseling individual students (10%).

The tasks performed with moderate frequency include counseling with parents (9.38%), liaison (8.30%), and students groups work (8.15%).

The least often provided services were classroom observations (7.07%) and writing special education reports (5.92%).

These results suggest a slightly higher frequency of indirect student services.

#### Tasks Compared By Employment And Buildings Assigned

The data gathered for this study also indicate that 30% (n=4) of the school social workers did not provide one or more of the social work services listed on the questionnaire. Of those social workers, 50% (N=2), are assigned to two buildings and employed 50%.

In comparing percentage of tasks for workers assigned to one school with those percentages for social workers assigned to two schools, the data gathered showed higher

percentages of tasks completion in a number of the tasks to those who were employed 100% and assigned to one school. For those workers employed part-time and/or assigned to two buildings they had high task completion for some of the services while at the same time had low task completion for other services.

The data gathered indicate that the tasks of counseling individual students and crisis intervention were provided at a higher percentage (16 - 20%) for those who are employed 100% and assigned to one school. See table 9.

TABLE 9  
TASK PERCENTAGE  
SCHOOL SOCIAL WORKERS  
EMPLOYED 100% AND ASSIGNED TO ONE SCHOOL

TASK		CRISIS INTERVENTION	
COUNSELING INDIVIDUAL STUDENTS			
WORKER #	%	WORKER #	%
#3*	20%	#1	25%
#5	20%	#5	20%
#6	15%	#9	20%
#9	20%	#11	25%
#10	16%	#12	20%

\* Assigned to one school and employed 80%.

The data gathered indicate that two tasks of home visits and writing special education reports (have a higher percentage of time completing service) (see table 10) for those workers either employed 80% or less and/or assigned to two buildings.

TABLE 10  
SCHOOL SOCIAL WORKERS  
EMPLOYED 80% OR LESS AND/OR  
ASSIGNED TO TWO BUILDINGS

TASK HOME VISITS STUDENTS		WRITING REPORTS	
WORKER #	%	WORKER #	%
#2	20%	#3**	10%
#4	23%	#4	15%
#13	25%	#13	10%

\*\* Employed 80% and assigned to one building.

The data gathered indicate that for specialized student group work 45% (N=6) of the workers did not provide that task. Of those, 50% (N=3), are employed 60% or less and assigned to two buildings. Two of the workers are employed 100% and assigned to one building and one worker is employed 100% and assigned to two buildings. Table 11 illustrates these results.

TABLE 11  
SCHOOL SOCIAL WORKERS  
PERCENTAGE OF TIME PROVIDE  
SPECIALIZED STUDENTS GROUP WORK

EMPLOYED 100% AND ASSIGNED TO ONE BUILDING		EMPLOYED 80% OR LESS AND/OR ASSIGNED TO TWO BUILDINGS	
WORKER #	%	WORKER #	%
#1	0%	#2	5%
#5	10%	#3*	15%
#6	15%	#4	0%
#9	0%	#7**	5%
#10	16%	#8**	15%
#11	10%	#13	0%
#12	15%		

\* Employed 80% and assigned to one schools.

\*\* Employed 100% and assigned to two schools.

### Priority Of Social Work Services

The next area discussed in the study is the priority of social work services as viewed by the respondents. The ten services were provided as a guide to establish these services. It is recognized that all services are important, but school social workers will have preferences based on the type of student needs and individual prior experience with the services.

The respondents were asked to rank, in order, the three most important services of a school social worker. This study indicates the services with the highest priority

for these school social workers are those seen as indirect services. The following listing indicates the highest five services in order of percentage: consulting with school personnel 23% (n=9), special education assessment 18% (n=7), counseling with parents 18% (n=7), liaison 15% (n=6), and individual student counseling 13% (n=5). See table 12.

In comparing these means with the employment percentage and building assignment, there is a pronounced trend of direction for the rankings on task importance.

For those social workers who are employed 100% and assigned to one school priority of services were spread out evenly among most of the tasks. This analysis indicates counseling with individual students, 19% (N=4), had the highest response. Five other services: liaison activities, counseling with parents, home visits for special education assessment, consultation with school personnel, and crisis intervention had equal response for priority of services, 14% (N=3).



TABLE 12  
PRIORITY OF  
SCHOOL SOCIAL WORK SERVICES

TYPE OF SERVICE	OVERALL		100% 1 BUILD		80%/LESS! 2 BUILD	
	#	%				
LIAISON ACTIVITIES	6	15%	3	14%	3	17%
INDIVIDUAL STUDENT COUNSELING	5	12%	4	19%	1	6%
STUDENT GROUP WORK	2	5%	2	10%	0	0%
COUNSELING WITH PARENTS	7	18%	3	14%	4	22%
CHILD STUDY STAFF MEETINGS	0	0%	0	0%	0	0%
HOME VISITS FOR SPECIAL ED	7	18%	3	14%	4	22%
CLASSROOM OBSERVATIONS	0	0%	0	0%	0	0%
CONSULTATION WITH SCHOOL PERSONNEL	9	23%	3	14%	6	33%
WRITING SPECIAL ED REPORTS	0	0%				
CRISIS INTERVENTION	3	8%	3	14%	0	0%
		100%		100%		100%

For those social workers employed 80% or less and/or assigned to two buildings the priority of services is more limited. Only five tasks had a response. Of those only four had responses over 15%. Consultation with school personnel 28.5% (N=6), counseling with parents 19% (N=4), home visits for special education assessment 19% (N=4), and liaison activities 16.6% (N=3). Table 12 shows the results.

## CHAPTER FIVE

### DISCUSSION

The findings of this study are significant in viewing the perceptions of school social workers from St. Cloud school district 742, in comparison of those workers who are employed 100% to those employed 80%, 60%, or 50%; and those who are assigned to one building to those who are assigned to two buildings. The significance of the study is in relation to their conception of their own functioning in the schools and to the importance of the tasks they perform.

In reviewing previous studies, Costin (1969) revealed that persons in her study responded that their concept of school social work was involved primarily with a clinical orientation, in that they worked on a one-to-one basis with students.

Costin's recommendation (1969) for school social work services has theoretical implications for the definition of school social work practice. Costin labeled the definition of school social work as "static" and "reflecting a residual conceptualization of social welfare".

Allen-Meares (1977) saw school social work as having a "transitional" definition of practice. The clinical definition of practice can only partially respond to the crisis in public schools and the need to serve massive numbers of children in trouble. It ignores the underlying conditions which contribute to the problems of school-age children and their families. The current definition of school social work falls between the traditional casework approach and the systems-change models or those involving school-community relations. It is the system-change model which looks beyond the educational system and is beginning to focus on the total needs of the students. The finding of this study is that school social workers are using both traditional activities and systems-change activities. An example of a traditional activity is that of working with students with special needs. An example of a systems-change activity is that of consultation with school personnel.

The following topics will be addressed in this chapter: a) percentage of services provided overall and by part-time or full-time status and number of buildings assigned, b) priority of social work services overall and by employment status and number of buildings assigned, c) limitations, d) recommendations for further research, and e) summary.

PERCENTAGE OF SERVICES PROVIDED

The respondents in this study are aware of the importance of providing services in the areas of leadership and consultation with school personnel. Great emphasis seems to be placed on the diagnostic process and the inter-professional team aspects of school social work practice. Consultation services are an important part of school social work practice, as is demonstrated by its great importance in the ranking of priority of services. The fact that casework services to the child, in the way of individual student counseling, is rated lower indicates that while it continues to be an area of important service, it does not have the highest priority.

The respondents in this study also tended to emphasize more indirect services in the way of providing consultation to school personnel and attending child study meetings and conducting home visits as part of the special education requirements.

The results of this study suggest that school social workers employed in the district 100% and assigned to one building tend to spend more time with direct service. These workers had higher percentages for the tasks of counseling individual students and handling crisis interventions.

It seems that school social workers employed 100% and assigned to one school are seen as a resource for crisis within the school community. The school social worker who is less available to the school, due to being assigned to two schools, the service of crisis intervention seem to be handled by other school personnel.

The effect of P.L 94-142 appears to have significant implications for those school social workers employed less than 80% and assigned to two schools. The importance of diagnostic activities related to the identification and placement of handicapped children in special education programs compared with direct activities is not unexpected. P.L 94-142 requires school social work services in the form of attending child study meetings, home visits with parents for special education, classroom observation, and writing special education reports. This study suggests that the school social worker working part-time spends a majority of their work day on these activities. The activities of direct work with students, such as individual counseling and students group work, become secondary to those of the activities related to the requirements of P.L. 94-142. These services appear to function as the linkage between school, student, family, and community. The services of direct work with students such as counseling individual students is one service which could be available outside of

the school in the community.

### PRIORITY OF SOCIAL WORK SERVICES

The priority of services which school social workers felt were the most important, as seen by the respondents, is that of indirect student services.

An analysis of the tasks perceived by school social workers in the St. Cloud school district as being most important, as determined by task means, suggests that school social workers emphasize referral and preliminary activities such as consultation with school personnel, indirect diagnostic activities for children referred with handicapping conditions, working with the parents of the students, and liaison activities between the school, home, and community. Direct services to students ranked lower relative to other tasks in the study. Actual special education assessment tasks such as child study meetings and classroom observations had no rankings.

In comparing these task means with employment and number of school buildings assigned a pronounced trend of direction for the rankings on task importance appeared. The school social workers employed 100% and assigned to one building had a fairly even mixture of priorities of the

services to be provided. The school social worker employed less than 80% and/or assigned to two buildings the highest ranked task is that of consulting with school personnel.

The modest ranking for the task liaison services between the home, school, and community is not surprising with the strong emphasis, with both historical and current trends, in school social work literature regarding the linkage role of the school social worker. Both groups of school social workers seem to see this as a important service.

#### LIMITATIONS

A number of areas need to be explored and considered when looking at the feasibility of this study. The first is the external validity due to the small sample size.

Several threats to internal validity are also apparent in this study. The first is the differential selection of subjects is one area of limitation. Although subjects were all school social workers, the subjects had very different backgrounds and individual needs. History plays a part in the validity of the study. Events may have occurred during the research period to make a positive or negative impact on the results. This could also make it difficult to



generalize any results to another study group at another time.

The second area of consideration is in the area of the testing instrument. Due to the belief, that when taking a self-reporting test subjects may respond in a way in which they would prefer to see themselves instead of the way it really is, self-reporting instruments may not be valid. Another way this study could have been administered would be for the subjects to keep a account of the daily time spent on the roles and activities of the school social workers.

The third area of consideration in the feasibility of this study falls with the individual social workers within the school district. If there had been a lack of responds from the workers the sample size would have been even smaller and the results would not show a true representation of the roles and activities of the social worker in the district as a whole.

The fourth area of consideration in internal validity threats is researcher biases and the lack of individual qualitative information. Researcher bias is a limitation due to the primary researcher also being a participant of the study. If the researcher data was excluded from the study again the results would not show the true representation of the district. Also this double role

could result in a bias in the interpretation of the findings. Because this study was done on a quantitative level and information was aggregated individual view points are absent. These individual view points, if looked at separately, could possibly shift the results of the study in a different way.

#### RECOMMENDATION FOR FURTHER RESEARCH

There are a number of suggestions for future research as a result of this study. The first is to revise and duplicate this present study by looking at the overall general investigation of the pattern of social work service delivery in the schools. Revisions would include increasing the sample size. This could be done by expanding the sample to include school social workers from more than the one school district, even to the extent of including all school social workers in the state.

A second suggestion is to include educators to gather consumer input for the services school social workers provide. Another part would include gathering their perspective of how they would rank activities and services by priority. Even though educators are not the main consumers of school social work services their knowledge of

services, their willingness to utilize services, and their cooperation in the process of providing services is essential if the services are to be effectively delivered to students.

### CONCLUSION

The results of this study have implications for future assignments of school social workers in terms of percentage of employment and the number of school buildings they are assigned. If a school district and/or individual school buildings are looking for the school social worker to provide all of the tasks and services of the school social worker they will need to look at the need for the social worker to be available in a school on a more regular bases, such as full-time.

School social workers perceive their role as one of influencing the "system" of the school and community of which they are a part of for the overall benefit of the pupils. The social worker appears to be significantly involved in planning and decision-making processes as well as working directly with individual students. The challenge for school social workers is to develop, through leadership and collaboration with professional colleagues

in school and community, programs which allow both direct and indirect services.

The school social worker employed less than full-time and/or assigned to two buildings have an extra challenge. They need to find a balance within their day to provide the services which will benefit the total growth of individual students, students as a total population, their families, the school and school personnel, and the community.



APPENDIX A  
**OFFICE OF SPECIAL EDUCATION  
DISTRICT 742 COMMUNITY SCHOOLS**

**TO:** Patti Hartwig  
**FROM:** Dick Holt  
**RE:** Research Program  
**DATE:** February 23, 1993

=====

I have reviewed your two-page description of the research you would like to conduct with school social workers in the district. I have no problem with you proceeding with your project. I assume you have visited with Dave Gunderson regarding this activity.

If you have further questions, please feel free to give me a call.

IH/lz

Dave Gunderson

APPENDIX B  
School Social Workers:  
Service Evaluation and Role Identification  
Consent Form

You are invited to be in a research study to identify the role of the school social worker by evaluating the percentage of time which is spent in a variety of services. You were selected because of your employment as a school social worker in St. Cloud School District 742. I ask that you read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by Patti Hartwig, for her Masters of Social Work thesis, at Augsburg College.

The purpose of this study is to identify and evaluate current issues of importance related to the role of school social workers. This study will look at the percentage of time spent on social worker services and the number of schools which a social workers is assigned. It is my hope that results from this study will enhance services provided by school social workers to meet the needs of students and their families, the community, and St. Cloud School District 742.

If you should agree to be in this study, I would ask you to do the following things: To sign the statement to consent to participate at the bottom of this page and then place the consent form in an envelope. This envelope will be sealed and secured in a locked file cabinet. Then answer the questions on the following pages and place the completed questionnaire in a second envelope. The questionnaire should take approximately fifteen minutes to complete.

The records of this study will be kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify an individual. Research records will be kept in a locked file. Only Anthony Bibus, my research advisor at Augsburg, and myself will have access to the records.

This survey is administered with the approval of Augsburg College and St. Cloud School District Special Education Department. Your decision whether or not to participate will not affect your current or future relation with Augsburg College or the St. Cloud School District. If you decide to participate, you are free to withdraw at any time without affecting those relationships.

The researcher conducting this study is Patti Hartwig. If you have any questions, you may contact me at 251-6930 or Anthony Bibus, Ph.D, LISW, my research advisor, at 330-1746.

You will be given a copy of this form to keep for your records.

I have read the above information. I have asked any questions I have and have received answers. I consent to participate in the study.

Signature \_\_\_\_\_ Date \_\_\_\_\_

APPENDIX C

QUESTIONNAIRE  
SCHOOL SOCIAL WORKER

Thank you for your willingness to participate in this study. The questionnaire should take fifteen minutes to complete. Please answer the questions below.

1. Indicate the percentage of time 0-100% you provide each of the following school social work services or tasks?

- a. Liaison activities \_\_\_\_\_ percent
  - b. Counseling individual students \_\_\_\_\_ percent
  - c. Specialized student groups \_\_\_\_\_ percent
  - d. Counseling with parents about students' education programs and needs \_\_\_\_\_ percent
  - e. Special education child study staff meetings \_\_\_\_\_ percent
  - f. Home visits to family for special education assessment  
ie: permission to assess social history, and functional skills tests \_\_\_\_\_ percent
  - g. Classroom observations \_\_\_\_\_ percent
  - h. Consultation with school personnel \_\_\_\_\_ percent
  - i. Writing special education reports \_\_\_\_\_ percent
  - j. Crisis intervention \_\_\_\_\_ percent
  - k. Other (please Specify) \_\_\_\_\_ percent
- \_\_\_\_\_

TOTAL = 100 percent



2. What do you feel are the three most important task of the school social worker?

1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_

3. What is your gender? (1) \_\_\_\_\_female (2) \_\_\_\_\_male

4. What grade level(s) do you work?

(1) \_\_\_\_\_elementary (2) \_\_\_\_\_secondary  
(3) \_\_\_\_\_Other

5. What is your highest education level?

(1) \_\_\_\_\_Bachelors of Social work (2) \_\_\_\_\_M.S.W.  
(3) \_\_\_\_\_Ph.D. (4) \_\_\_\_\_Other

6. How long have you been employed as a School Social Worker?

\_\_\_\_\_ Years or \_\_\_\_\_ Months

7. How long have you been employed by St. Cloud School District 742?

\_\_\_\_\_ Years or \_\_\_\_\_ Months

8. What percentage of time are you employed in the district?

\_\_\_\_\_ %

9. How many school buildings are you assigned?

\_\_\_\_\_

10. What is the student popluation of the building(s) you are assigned?

\_\_\_\_\_

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY

## REFERENCES

- Alderson, J. J., & Krishef, C. H. (1973). Another perspective on tasks in school social work. Social Casework, 54, 591-600.
- Allen-Meares, P. (1977). Analysis of tasks in school social work. Social Work, 22, 196-210.
- Allen-Meares, P. (1988). Contribution of social workers to sociology: Past and present effort. Urban Education, 22 (4), 410-412.
- Anderson, R.J. (1974). School social work: The promise of a team model. Child Welfare, 53(10), 524-530.
- Chavkin, N. F. (1985). School social work practice: A reappraisal. Social Work in Education, 7, 3-13.
- Constable, R.T. & Montgomery, E. (1985). Perceptions of the school social worker's role. Social Work in Education, 7, 244-257.
- Costin, L. B. (1969). An analysis of the tasks in school social work. Social Services Review, 43, 274-285.
- Costin, L. B. (1972). Adaptations in the delivery of school social work services. Social Casework, 53, 348-354.
- Costin, L. B. (1975). School social work practice: A new model. Social Work, 20, 135-139.

Department of Health Education and Welfare, Education of  
handicapped children, Federal Register, August 23, 1977,  
121a340-42.

Easton, F. (1982). Using peer-group discussions in the  
mainstreaming of handicapped pupils. Social work in  
Education, 4, 16-25.

Hancock, B. L. (1982). School Social Work. Englewood  
Cliffs, NJ: Prentice-Hall, Inc.

Johnson, A. (1962). School social work: Its contribution to  
professional education. New York: National Association  
Of Social Workers.

Lambert, C., & Mullaly, R. (1982). School social work: The  
congruence of task importance and level of effort.  
In R.T. Constable & J.P. Flynn (Eds.), School social  
work: Practice and research perspectives (pp. 72-84).  
Homewood, IL: Dorsey Press.

Lee, C. (1987). School social work in Louisiana: An  
analysis of practice. Social Work, 32, 442-444.

Lee, L. J. (1983). The social worker in the political  
environment of a school system. Social Work, 28,(4),  
302-307.

- Lide, P. (1959). A study of historical influences of major importance in determining the present function of the school social worker. In G. Less (Ed.), Helping the troubled school child in school social work, 1935-1955 (pp.109-129). Washington, DC: National Association of Social Workers.
- Moorman, D., Morrison, V., & Tiefenthal, M. (1982). P.L. 94-142 and its regulations. In R.T. Constable & J.P. Flynn (eds.), School social work: Practice and research perspectives (pp. 99-108). Homewood, IL: Dorsey Press.
- Radin, N. (1975). A personal perspective on school social work. Social Casework, 56, 605-613.
- Radin, N. (1989). School social work practice: Past, present, and future trends. Social Work In Education, 11(4), 213-225.
- Radin, N., & Welsh B. L. (1984). Social work, psychology, and counseling in the schools. Social Work, 29(1), 28-33.
- Staudt, M. (1991). A role perception study of school social work practice. Social work, 36(6), 496-498.
- Staudt, M. M. & Craft, J. L. (1983). School staff input in the evaluation of school social work practice. Social Work in Education, 5, 119-131.

- Timberlake, E. M., Sabatino, C. A., & Hooper, S. N. (1982).  
School social work practice and P.L. 94-142. In R. T.  
Constable & J.P. Flynn (Eds.), School social work:  
Practice and research perspectives (pp. 271-281).  
Homewood, IL: Dorsey Press.
- Vinter, R. D. & Sarri, R. C. (1965). Malperformance in the  
public school: A group work approach. Social Work, 10,  
3-13.
- Welsh, B. L. (1982). Social work in education: A rationale.  
School Social Work Information Bulletin (Washington,  
D.C.: National Association of Social Workers).
- Wodarski, J. S. (1981). Groups reward structures in the  
classroom. Social Work in Education, 3, 45-61.