



# SCHOOL SOCIAL WORK

An Opportunity For Intervention

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# EDUCATION: AN ENTITLEMENT AND EXPECTATION



# U.S. SPECIAL EDUCATION LAW

## Development of Special Education Law

- ◉ **Special education programs in the United States** were made mandatory in 1975 in response to discriminatory treatment by public educational agencies against students with disabilities.
- ◉ The federal laws require states to provide special education consistent with federal standards as a condition of receiving federal funds.
- ◉ The law entitles every student to a free and appropriate public education (FAPE) in the least restrictive environment (LRE). To ensure a FAPE, a team of professionals from the local school staff meet with the student's parents to:
  - **identify the student's unique educational needs, to develop annual goals for the student, and to determine the placement, program modification, testing accommodations, counseling, and other special services that the student needs.**
- ◉ Parents and local school staff make up a multidisciplinary team, and collaborate to make decisions on educational placement. These choices are recorded in a written Individualized Education Program (IEP).
- ◉ The school is required to develop and implement an IEP that meets the standards of federal and state educational agencies. *Parents have the option of refusing Special Education services for their child.*

# INDIVIDUALS WITH DISABILITIES IN EDUCATION ACT (IDEA)

## Qualifications and Services

- ◉ Under IDEA, students with disabilities are entitled to receive special educational services through their local school district from age 3 to age 21.
- ◉ To receive special education services, a student must demonstrate a disability in one of 13 specific categories, including autism, developmental disability, specific learning disability, intellectual impairment, emotional and/or behavioral disability, speech and language disability, deaf-blind, visual impairment, hearing impairment, orthopedic or physical impairment, other health impaired (including attention deficit disorder), multiple disabilities and traumatic brain injury.
- ◉ Depending on the students' individual needs, they may be included, mainstreamed, or placed in a special school, and/or may receive many specialized services in a resource room or self-contained classroom. In addition to academic goals, the goals documented in the IEP may address self-care, **social skills**, physical, speech, and vocational training. The program placement is an integral part of the process, and typically takes place during the IEP meeting.<sup>[1]</sup>

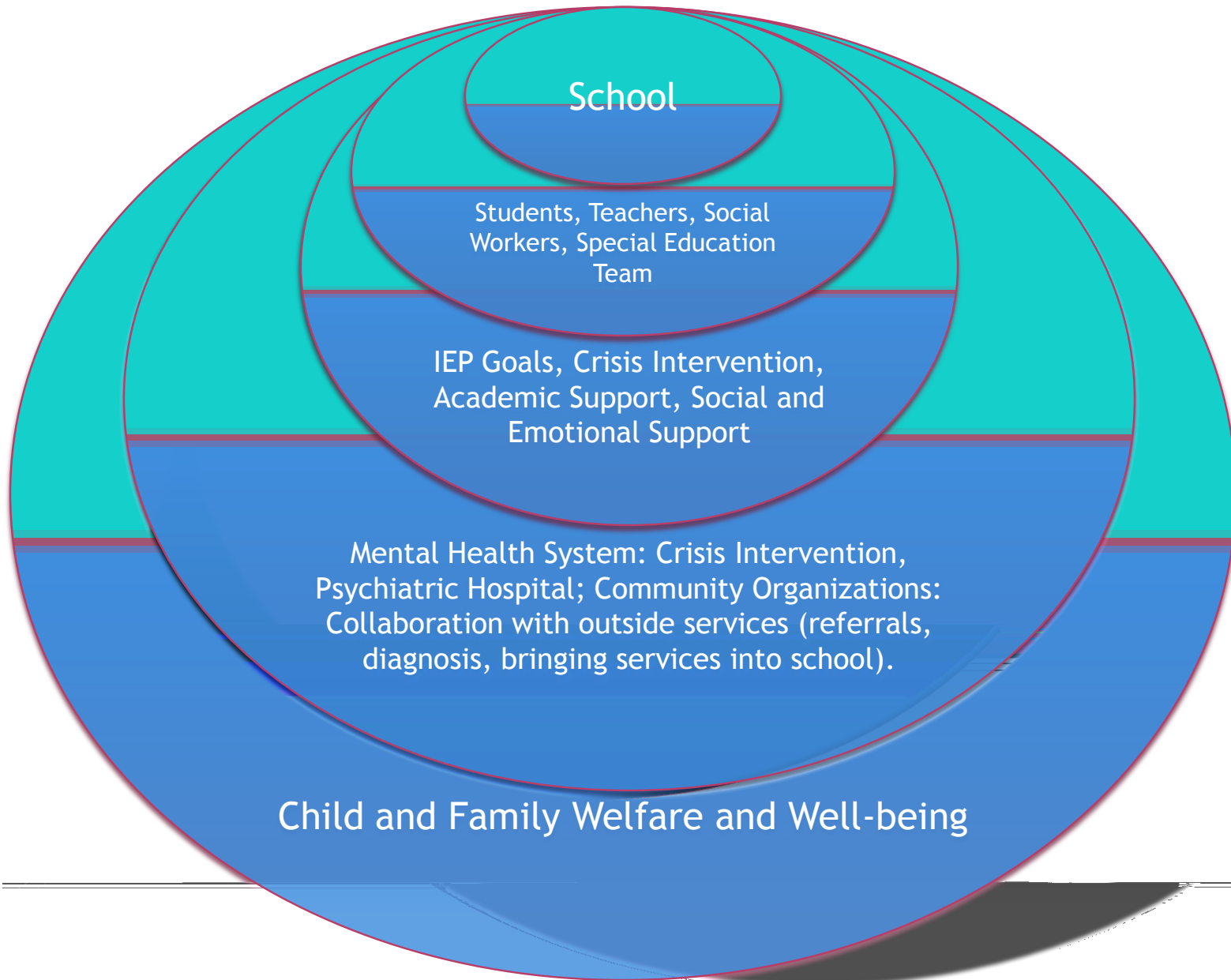
# CHICAGO'S POPULATION IS APPROXIMATELY 2,691,077

- ◉ The Chicago Public Schools (CPS) educate 397,085 students
- ◉ There are 683 public schools in CPS
- ◉ **Student Demographics**
  - **Hispanic 43.5%**
  - **Black 42.5%**
  - **White 8.6%**
  - **Asian 3.3%**
  - **Native American 0.4%**
  - **Other 0.5%**
- ◉ **Students from low-income families-87%**
- ◉ **Students who are limited English Proficient -12%**
- ◉ **Students with disabilities -12%**
- ◉ *SOURCE: <http://schools.cps.k12.il.us>(Retrieved 5/6/2011);  
Racial demographics from 4/1/11 master file*

# THE PURPOSE OF THE SCHOOL SOCIAL WORKER

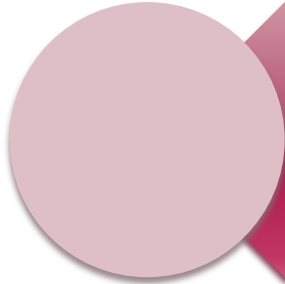
- ◉ Prevention and Early Intervention.
- ◉ Helping all children learn positive behaviors and coping skills to be successful in school.
- ◉ Identifying students with special needs.
- ◉ Providing services to address the special needs of identified students in the school setting.
- ◉ Connecting families to resources in their communities.
- ◉ We have a caseload of mandated students that are served through IDEA.
- ◉ We are the first point of contact for any student who is in crisis.
- ◉ We identify students who are suicidal, homicidal or abused.
- ◉ We are members of a larger crisis team and may be called in to action in the event of a large crisis, like the death of a student or staff member.

# SYSTEMS OF INTERVENTION

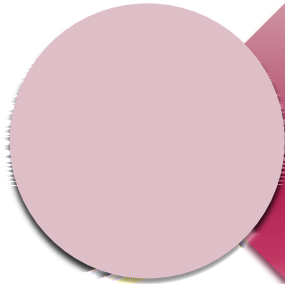




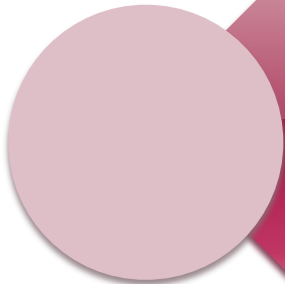
# JANE DOE NEEDS HELP



Jane Attended 155 days of school.



Jane spent 15% of her days in school visiting the Social Worker



The School Social Worker spent 9% of her total direct service minutes for the year with Jane.



## Chicago Public Schools Social Work Evaluation (Initial)

### Identifying Data:

Student Name: Jane Doe  
Birth Date: 9/28/2000  
Student Language: English  
School: Columbia Explorers Elementary Academy

Student ID: 44598450  
Age: 9 years 6 months  
Grade: Third grade  
Area: 10

### Parent Information:

Parent(1):  
Doe Mrs. Doe( Mother)  
Phone Number(s):  
Primary Resident Voice - 773-690-6306  
Address: 4450 S Richmond St Chicago, IL 60632  
Primary Language Used in the Home: English  
Emergency Contact: Doe Mrs.

Parent(2):  
Pedro Gomez ( Grandfather)  
Phone Number(s):  
Primary Resident Voice - 773-847-6176  
Parent's Language Preference: English  
Emergency Phone: 773-690-6306

Reason for Referral: Student not achieving at expected levels

### Evaluation:

Name of Evaluator: Maria Vender  
Type of Evaluation: Initial Evaluation  
Date of Evaluation: 4/14/2010

### Parent's and Student's Perceptions of Student's Problems and Efforts to Deal with Problem:

Ms. Doe's primary concern about Jane was that she gets depressed a lot. She gave consent for Jane to see the School Social Worker every two weeks.

### Psychosocial History:

#### Student's Significant Emotional, Social and Developmental Factors:

1. Prenatal:  
Mother reports nothing significant about her pregnancy.
2. Birth:  
Jane was delivered by C section after the normal delivery of her twin brother.
3. Infancy:  
Jane's infancy was without complications. She ate and slept normally. She didn't cry more than expected.
4. Early Childhood/Latency:  
No delays are reported in Jane's early childhood development. Jane's extended family was available to assist Ms. Doe with childcare so she wasn't overwhelmed.
5. Family History:  
There is a family history of learning disabilities. Jane's siblings receive special education support. Ms. Doe doesn't report any history of mental illness or other illnesses.

Significant Educational Experiences: Review of Records, Teacher's Perception of problem, Current School functioning, and Observation of Student, if applicable.

Jane's teacher, Ms. Cooper has been concerned about Jane since the beginning of the school year. She began school based problem solving, and Jane was referred for Social Work services.

#### Current Information

Most Current Grades:

Subject Area Grade

Reading F

Spelling D

Mathematics F

Written Language F

#### Attendance for Current School Year:

Number of Days Absent (excluding suspensions): 15

Number of Out-of-School Suspension Days: 0

#### Academic Performance:

Jane Doe's strengths include her love of coloring. She enjoys art projects and is very neat when completing assignments. Jane struggles with oral reading fluency and comprehension. She currently is instructional at first grade and is reading between 30 and 40 wrpm, at the first grade level. Jane also struggles with writing complete thoughts. This is often how Jane speaks. She is hard to understand when speaking. Jane often shrugs her shoulders instead of talking.

#### Behavior:

Jane is very passive. She does not have any friends in the classroom. Jane is immature for her age. She has brought stuffed animals to class in the past and said they are her friends. She often sucks her thumb in class and has also fallen asleep in class. She gets very excited about small things. For examples, she was overly excited about a new pencil and brought it to class the next day.

#### Classroom Management:

Jane is very compliant and follows directions. She will be called on and will respond with a single word or short sentence. She is not very confident in her abilities and often looks to the teacher for reassurance. She is not very assertive and often avoids conflict. She is not very independent and often needs help with tasks.

#### G. Parent Interview:

Date of the Parent Interview: 4/14/2008

Interviewer: [Name]

Mr. [Name] is the father of Jane Doe. He has been a parent for 15 years and has a background in education. He is currently a teacher at [School Name]. He has a good understanding of the needs of the child and the home.

#### History of Jane's Education and Learning:

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#### H. Goals and Objectives:

Goal 1: Jane will be able to read at the instructional level by the end of the school year.

### Student Interview:

Date of the Student Interview: 4/13/2010

#### Interview Information:

Jane is a very sweet little girl. Her appearance is typical for her peer group. She has glasses but doesn't wear them consistently. Occasionally I see her wearing them in the classroom, but never when we have met together. Jane smiles a lot, and is very eager to please. She reports that she misses her grandmother and thinks about her all the time. Jane also likes to tell stories about her family and the things they do together. She fights a lot with her brother Daniel. Jane visits her cousins, attends church, and likes to be with her mother and sisters. Jane's favorite thing to do is draw or do art.

### Adaptive Behavior within Home, School, and Community:

Jane has most of the adaptive skills for living typical for her peer group. She cries a lot both at home and at school. Jane's language can be convoluted, and so she is hard to understand. At times she is able to have a reciprocal conversation, but there are other times when it takes many tries before she comprehends what is being said to her so she can answer. At home she is very clingy, and follows her mother everywhere. At school she doesn't really have friends in the classroom though she gets along with everyone. Jane seems to prefer the company of adults. Jane doesn't do her homework. She pretends to understand things her mother says, but her mother estimates that she understands about 3 out of 5 things said to her.

During this academic year, Jane reported auditory and visual hallucinations. She attended Hartgrove Hospital's partial day program for 2 weeks. She has not had any follow up therapy in the community. It is not known if Jane continues to have hallucinations.

### Recommendations and Summary:

#### Recommendations:

Jane Doe is a 9 year old female who has been demonstrating signs and symptoms of emotional disturbance during the school day. This academic year, Jane cried frequently during the school day and reported seeing and hearing things. Jane's speech and social skills are not within normal limits for her age. She has a twin brother who receives the maximum minutes for special education support, and an older brother who also receives special education services. Jane has sought out support from the School Social Worker, with parent consent, regularly through the year. She doesn't misbehave in class, but she also doesn't participate or have true reciprocal friendships. Services are recommended.

Jane shared that she has friends in the classroom that helps her with her classroom work. She also mentioned that her teacher helps her with her classroom work. She also likes to play games with her friends at school; like hide and go seek and jump rope.

At home she helps with keeping her room clean. She would like to be an art teacher. Jane likes watching Family Guy.

As per observation and parent interview Jane's adaptive behavior skills appear age appropriate. Social Work services are recommended to help Jane manage her emotions and develop social skills that will allow her to develop peer relationships at school.

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# PROGRESS NOTES

	<p>09/21/2009, Participated in a group (brother and sister) focused on family issues. Student was very talkative and answered questions about day to day family life. We played a game of UNO while talking. Per our conversation it seemed as if there was adult supervision in the household, however a comment was made about the mother being out at a party late last night. Destiny later said that her mother was home, so it was unclear. We will continue to monitor the situation. Grandfather was contacted as well as Mother and a message was left for her to call back.</p> <p>09/24/2009, Destiny was at home when we visited. Her mother reports that she has had a difficult time clearing up the lice and has done three treatments. She said that she is trying to spend more time with Destiny so she will be less sad about the loss of her grandmother.</p> <p>10/26/2009, Observation of Destiny during Math. Destiny took off her glasses. She did not look at the teacher or the written information on the chalkboard. She appeared to not be engaged at all in the lesson.</p> <p>11/09/2009, Student is seeing dead people and hearing voices that are telling her to hurt people and put out their eyes. SASS/CARES contacted. Crisis Intervention contacted. Ada S. McKinley evaluated Destiny and recommended hospitalization at RUSH where a space was reserved. Child was released to parent.</p> <p>11/10/2009, Contacted Rush to confirm Destiny was admitted and she is not there. Contacted Dan Zoller at CI. Contacted Rhonda Galluci and left message with Ada S. McKinley. Spoke with mother, who said that she hasn't brought child to hospital because she needed to think about it. Mother was told, that she was supposed to bring her last night. Dan Zoller directed me to call DCFS and 311 for a well-child check. DCFS reporter Chuck Doty</p>
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- she did not get along with, and requested to talk to the student with the SSW about the issue. Student told the student about how she feels when she says things about her family, and suggested that they agree to start fresh and be friends. Both of the girls agreed to do this and Destiny felt good about resolving the issue. Will continue to provide services.
- 01/13/2010, Student was testing this morning and she asked her teacher for help. She began crying and told her teacher that she was upset because her older brother and sister had been teasing her this morning. Student asked to see the social worker. She said that her siblings have been calling her dumb and say bad words which upset her. I talked with student about how to handle sibling conflicts and she is going to try these techniques at home.
- 01/13/2010, Student has been receiving Social Work services with mother's consent for several months. Student was evaluated by SASS due to visual and auditory hallucinations during school. Hospitalization was recommended, but parent didn't take her. Eventually DCFS took action and student attended a partial hospitalization program at Hartgrove Hospital for two weeks. Student continues to be emotional during school and have unpredictable attendance. DCFS has been called due to things student has said. Today she cried again in class and she asked to speak with the Social Worker. She often says she cannot thinking about something, or that she's thinking about her grandmother. She complained today that her brothers and sisters tease her. She often complains about stomach pain. Mother says that Ada S. McKinley hasn't called to arrange services. During the interview, mother smelled of alcohol, in my opinion.
- 02/01/2010, Met with student to find out why she was absent from school last week. Student said that she was absent because she was searching for her mother's lost chain necklace. She and the rest of her siblings all missed school that day. Student said that her mother's car window was smashed with a brick and that the police came. She said that there are things she would like to discuss things with a trusted adult but is afraid of what her mother will do. She said her mother does not want her telling people about their personal home life. Student asked me to please not tell her mother she said anything.
- 04/14/2010, FIE conference and eligibility meeting.
- 04/19/2010, Student was able to follow directions from the "Following Directions" Fun Deck. Student told her teacher today that her brain gets all crazy when she has to think too hard.
- 05/03/2010, Student participated in a social work group focused on bullying. Student did a good job of listening to others, participating in role play and identifying feelings associated with bullying. Will continue to provide services.
- 05/10/2010, Student reports that her mother's boyfriend smashed up the house and stomped on her foot. Mother put her and brother in another room and called a friend for help. The friend was stabbed in the stomach and student saw the blood. She is very upset. DCFS called, Crisis contacted. Parent contacted. DCFS took report (worker Tony Mayer, intake #12059393. Student said that she felt scared when it was happening.

● 05/10/2010 Communication with Crisis, DCES Central Office, and parent.

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