

School Social Work

SOW306



University of Ibadan Distance Learning Centre
Open and Distance Learning Course Series Development
Version 1.0 ev1

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Vice-Chancellor's Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfillment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.



Prof. Isaac Adewole
Vice-Chancellor

Foreword

As part of its vision of providing education for “Liberty and Development” for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.

Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

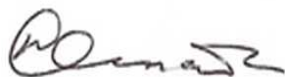
The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and

acquisition of basic information technology skills. This is why you are encouraged to develop your computer skills by availing yourself the opportunity of training that the Centre's provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.

A handwritten signature in dark ink, appearing to read 'Okunade', with a stylized flourish at the end.

Professor Bayo Okunade

Director

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About this course manual

School Social Work SOW306 has been produced by University of Ibadan Distance Learning Centre. All course manuals produced by University of Ibadan Distance Learning Centre are structured in the same way, as outlined below.

How this course manual is structured

The course overview

The course overview gives you a general introduction to the course. Information contained in the course overview will help you determine:

- If the course is suitable for you.
- What you will already need to know.
- What you can expect from the course.
- How much time you will need to invest to complete the course.

The overview also provides guidance on:

- Study skills.
- Where to get help.
- Course assignments and assessments.
- Margin icons.

We strongly recommend that you read the overview *carefully* before starting your study.

The course content

The course is broken down into Study Sessions. Each Study Session comprises:

- An introduction to the Study Session content.
- Study Session outcomes.
- Core content of the Study Session with a variety of learning activities.

- A Study Session summary.
- Assignments and/or assessments, as applicable.
- Bibliography

Your comments

After completing School Social Work we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course. Your feedback might include comments on:

- Course content and structure.
- Course reading materials and resources.
- Course assignments.
- Course assessments.
- Course duration.
- Course support (assigned tutors, technical help, etc.)

Your constructive feedback will help us to improve and enhance this course.

Course Overview

Welcome to School Social Work SOW306

School social work is a specialized area of practice within the broad field of the social work profession. This course therefore brings to you, the unique knowledge and skills to the school system and the student services team. In particular, you will be exposed to how to handle behavioural concerns and support, academic and classroom support, consultation with teachers, parents and administrators as well as with individual and group counselling techniques. School social workers are instrumental in furthering the mission of the schools which is to provide a setting for teaching, learning, and for the attainment of competence and confidence.

Course outcomes

Upon completion of School Social Work SOW306 you will be able to:



Outcomes

- Discuss the principles guiding Nigeria's foreign policy..
- Point out the various actors involved in the country's foreign policy decision-making.
- Examine the strengths and weaknesses of Nigeria's foreign policy since independence.
- Suggest policy steps to strengthen the conduct and administration of Nigeria's foreign policy.

Timeframe



How long?

This is a 15 week course. It requires a formal study time of 45 hours. The formal study times are scheduled around online discussions / chats with your course facilitator / academic advisor to facilitate your learning. Kindly see course calendar on your course website for scheduled dates. You will still require independent/personal study time particularly in studying your course materials.

How to be successful in this course



As an open and distance learner your approach to learning will be different to that from your school days, where you had onsite education. You will now choose what you want to study, you will have professional and/or personal motivation for doing so and you will most likely be fitting your study activities around other professional or domestic responsibilities.

Essentially you will be taking control of your learning environment. As a consequence, you will need to consider performance issues related to time management, goal setting, stress management, etc. Perhaps you will also need to reacquaint yourself in areas such as essay planning, coping with exams and using the web as a learning resource.

We recommend that you take time now—before starting your self-study—to familiarize yourself with these issues. There are a number of excellent resources on the web. A few suggested links are:

- <http://www.dlc.ui.edu.ng/resources/studyskill.pdf>

This is a resource of the UIDLC pilot course module. You will find sections on building study skills, time scheduling, basic concentration techniques, control of the study environment, note taking, how to read essays for analysis and memory skills (“remembering”).

- http://www.ivywise.com/newsletter_march13_how_to_self_study.html

This site provides how to master self-studying, with bias to emerging technologies.

- <http://www.howtostudy.org/resources.php>

Another “How to study” web site with useful links to time management, efficient reading, questioning/listening/observing skills, getting the most out of doing (“hands-on” learning), memory building, tips for staying motivated, developing a learning plan.

The above links are our suggestions to start you on your way. At the time of writing these web links were active. If you want to look for more, go to www.google.com and type “self-study

basics”, “self-study tips”, “self-study skills” or similar phrases.

Need help?



Help

As earlier noted, this course manual complements and supplements SOW306at UI Mobile Class as an online course, which is domiciled at www.dlc.ui.edu.ng/mc.

You may contact any of the following units for information, learning resources and library services.

Distance Learning Centre (DLC)

University of Ibadan, Nigeria
Tel: (+234) 08077593551 – 55
(Student Support Officers)
Email: ssu@dlc.ui.edu.ng

Head Office

Morohundiya Complex,
Ibadan-Ilorin Expressway,
Idi-Ose, Ibadan.

Information Centre

20 Awolowo Road, Bodija,
Ibadan.

Lagos Office

Speedwriting House, No.
16 Ajanaku Street, Off
Salvation Bus Stop, Awuse
Estate, Opebi, Ikeja, Lagos.

For technical issues (computer problems, web access, and etcetera), please visit: www.learnersupport.dlc.ui.edu.ng for live support; or send mail to webmaster@dlc.ui.edu.ng.

Academic Support



Help

A course facilitator is commissioned for this course. You have also been assigned an academic advisor to provide learning support. The contacts of your course facilitator and academic advisor for this course are available at the course website: www.dlc.ui.edu.ng/mc

Activities



Activities

This manual features “Activities,” which may present material that is NOT extensively covered in the Study Sessions. When completing these activities, you will demonstrate your understanding of basic material (by answering questions) before you learn more advanced concepts. You will be provided with answers to every activity question. Therefore, your emphasis when working the activities should be on understanding your answers. It is more important that you understand why every answer is correct.

Assessments



Assessments

There are three basic forms of assessment in this course: in-text questions (ITQs) and self assessment questions (SAQs), and tutor marked assessment (TMAs). This manual is essentially filled with ITQs and SAQs. Feedbacks to the ITQs are placed immediately after the questions, while the feedbacks to SAQs are at the back of manual. You will receive your TMAs as part of online class activities at the UI Mobile Class. Feedbacks to TMAs will be provided by your tutor in not more than 2 weeks expected duration. Schedule dates for submitting assignments and engaging in course / class activities is available on the course website. Kindly visit your course website often for updates.

Bibliography



Readings


For those interested in learning more on this subject, we provide you with a list of additional resources at the end of this course manual; these may be books, articles or websites.

Getting around this course manual

Margin icons

While working through this course manual you will notice the frequent use of margin icons. These icons serve to “signpost” a particular piece of text, a new task or change in activity; they have been included to help you to find your way around this course manual.

A complete icon set is shown below. We suggest that you familiarize yourself with the icons and their meaning before starting your study.

			
Activity	Assessment	Assignment	Case study
			
Discussion	Group Activity	Help	Outcomes
			
Note	Reflection	Reading	Study skills
			
Summary	Terminology	Time	Tip

Study Session 1

Overview of School Social Work

Introduction

In this Study Session, we shall examine what school social work entails and how school social workers started in the United States of America in the early 1900, when they were called friendly visitors or visiting teachers till current period. We shall also examine the major functions of school social work, and other aspects that are directly related to the major function of school social work.

Learning Outcomes



When you have studied this session, you should be able to:

- 1.1 *define* and use correctly the term “school social work”.
- 1.2 *outline* the history of school social work in the United States of America.
- 1.3 *explain* the major functions of school social work.

1.1 School Social Work

School social work takes place in school settings where practitioners work with students, families, other school personnel and communities to provide the best education possible for today’s youths. It is a specialised field that focuses on services to children, youth and families which are social work services provided in a school based setting. Such services are advantageous for many reasons. First, they allow the social worker to see the child or adolescent in a natural setting, where they interact with peers, teachers, and school administrators. Second, they allow the social worker to access large numbers of children and families in need of services, especially children between the ages five and eighteen. Third, the services allow the social worker to help parents and school personnel to use a systems approach to leverage the needs of the child, focusing on the relationships between the child, the home, the school and the broader community. Often, in school, the focus of the staff is on academic performance and

school behaviour. A social worker with a systems perspective can help school personnel understand the importance of family and community variables in relation to the child's capacity to function in the school setting.

School social workers strive to improve the overall functioning of students, teachers, school systems and communities. They address "conditions that interfere with the pupil's ability to connect with the educational system" (Allen-Meares, 2008; Constable, 1999). School social workers must be skilled and flexible because they assume a wide range of roles and usually must define their key functions within their own school setting (Constable, 2002). School social work involves not only providing clinical services such as counselling for students who have behavioural problems, who are depressed, or who are experiencing family difficulties;. It also entails working with multiple systems with which students are involved to strengthen them and make it easier for students to perform in the school environment.

Students in colleges and universities require substantial concentration and efforts to succeed in a school environment. This is also true for students in lower stages of the educational process. One of the first things to suffer when a child experiences social and emotional problems is school performance and attendance. Such a child simply does not have the strength and endurance to expand the emotional energy required to cope with serious personal problems and still have enough energy left over to perform well in school as school is given. a lower priority. School social workers, then, may become major players in developing an empowering plan for such children, in collaboration with their families, teachers, school administration, and social service agencies within the community.

If students are interested in a social work career in the area of child and family services, there are a number of child welfare and child family journals, as well as numerous books on all areas discussed in this lecture, readily available. In addition, since many child and family service programs have volunteer programs, volunteer experience also will help students determine if they are interested in this area as well as provide sound social work experience.

Generally speaking, the school social worker serves the children whose emotional problems interfere with their use of

the schools' experience does not include all children who exhibit some symptoms of difficulty in school from time to time, but only those children whose degree of the symptoms indicate a need for help. Some the symptoms are: school achievement below ability level, attendance illness without physical cause, crying excessively, shyness, withdrawn behaviour, overdependence on others, extreme restlessness, aggressive and hostile behaviour, conflict with authority, difficulty with other children, evidence of parental neglect, and so on

Many children having difficulties at school show a combination of several symptoms. These problems usually reflect conflicts in families, relationships, unwholesome community conditions, financial difficulties and other social or emotional problems.

1.2 Historical Overview of Social School Work in United States of America

1.2.1 Early Period

Costin (1969) notes that “school social work began at about the same time, although independently, in three cities: New York, Boston and Hartford during the school year 1906-07”. He further indicates that these initial services were provided not in the school but in private agencies and civic organizations in the community. Although schools eventually agreed to administer and support some of these early efforts, the first instance of a school system establishing such services was in 1913 in Rochester, New York. As these services expanded, practitioners began to organise themselves, and the national association of visiting teachers was established in 1921. The growth of the services was through the passage of compulsory school attendance laws, which led to an early emphasis on attendance as well as the prevention of the exploitation of students through child labour. In addition, new knowledge about children's individual needs and coping abilities allowed social workers to help teachers understand how particular external factors affected children's ability to learn (Allen-Meares, 1988).

In the 1920s the focus of school social work shifted to preventing juvenile delinquency in order to make the work of school more effective. The common wealth fund, individual

boards of education, and the national association of visiting teachers were responsible for establishing many new positions in urban and rural areas in which social workers acted as home-school-community liaisons.

Another influence on the development of school social work during the 1920s was the mental hygiene movement, which led school social workers “to assist in the diagnosis and treatment of ‘nervous’ and ‘difficult’ children” (Costin, 1969:page number) and to focus on understanding the relationship of students’ emotional reactions to their achievement and overall performance in school. During the 1930s, services emphasised the physical needs of students in response to the great depression and the accompanying adverse social conditions (Radin, 1989).

1.2.2 Middle Period

From 1940 to 1960, another shift in school social work services occurred because of the proliferation of federal programmes providing for many basic needs of families. During this period, school social work became an integral part of the school system, and its focus shifted from negative school and community conditions to a clinical orientation (Radin, 1989). The change contributed to the prestige of school social workers and removed much of the stigma attached to them as “truant officers” (Radin, 1989). Casework services were provided to individual students to help resolve their mal-adjustments. The refinements of practice methods and techniques became a primary goal of school social workers during this period (Costin, 1987).

Then, in response to major social conditions that affected an increasing number of children and youths in the 1960s, the emphasis again shifted, this time to collaboration with other school personnel to change the school as a social system. However, research on practitioners’ tasks indicated that some school social workers failed to make the transition to policy making and leadership that was necessary to change the system, continuing instead to focus on casework to individual students and parents. Radin (1989) states that the further development of systems theory and the ecological perspective in the 1970s helped increase attention to the complex problems of schools and communities, including racism and students’ rights.

1.2.3 Current Period

The focus on students' rights and cultural diversity has naturally led to a new emphasis on parental involvement and school-community-family partnerships since 1980 (Winters & Maluccio, 1988). In addition, Costin (1987) notes that school practice is involved more in 'pupils' rights in relation to such matters as discipline (e.g. corporal punishment), suspension and expulsion; curricular 'tracking'; placement into special education classes and access to pupils' school records.

This has been responsible for the active involvement of parents in the assessment and decision making process through conferences on their children's individualised education plans. This has also changed how school social workers practice by including them as a related service: as mediators in conflicts about educational decisions, as providers of information to parents about programmes and services, and as presenters of mental health services in the classroom (Alderson et al., 1990).

1.3 Functions of the School Social Workers

The school social worker's role is multifaceted: assessment and consultation with the school team; direct work with children and parents individually and in groups; programme and policy development etc. In 1989 a group of nineteen nationally recognised experts in school social work were asked to develop and list the task that entry-level social workers would be able to perform in their day-to-day professional roles. The result was a list of 104 tasks, which is evidence of the complexity of school social work. These tasks, when they were defined, fell along five job dimensions:

- 1) Relationships with and services to children and families,
- 2) Relationships with and services to teachers and school staff,
- 3) Services to other school personnel,
- 4) Community services, and
- 5) Administrative and professional tasks (Nelson, 1990).

Further research on these roles, tasks, and skills found four of school social work to be both very important and frequently performed:

- 1) Consultation with others in the school system and the teamwork relationship that make consultation possible;

- 2) Assessment applied to a variety of different roles in direct services, in consultation and in programme development;
- 3) Direct work with children and parents in individual, group and family modalities;
- 4) Assistance with programme development in schools (Constable, Kuzmickaite, Harrison, & Volkmann, 1999).

A key skill, the foundation of all other areas, is assessment. Assessment is a systematic way of understanding what is taking place in relationships in the classroom, within the family, and between the family and school and looking for ways to make changes. The social worker looks for units of attention, places where intervention will be most effective. Assessment, as a broader process, provides the basis for programme development and policy formulation in a school. It is often a more formal process, utilising many of the tools of research, geared toward the development of programmes and policies that meet the needs of children in school, and applying such to the experiences of groups of children in school.

Study Session Summary



Summary

In this Study Session, you learnt that school social workers are part of the educational team. They work with teachers, administrators, counsellors, psychologists, nurses and parents to integrate information from all these sources with the student's overall social, emotional, behavioural and adaptive functioning at schools. They make use of assessment, counselling collaboration and consultation to provide unique services to students, parents, school and community.

We also traced the history of school social work in the United States of America, the major focus of school social works in the 1920s, the middle period and current period. We ended the study session by discussing the major functions of school social work.

Assessment



Assignment

1. What is school social work?
2. What are the socio-economic conditions that interfere with students' learning at school?
3. Briefly explain the emphasis of school social work in the 1930s as pointed out by Radin (1989).
4. What was the major factor that led to the growth of school social work in 1921?

Bibliography

Reading

Kirst-Ashman, Karen, K. (2007) *Introduction to social work and social welfare: Critical Thinking Perspectives* 2nd Edition Thomson Brooks/Cole.

Freeman, Edith, M. (1995) School Social Work Overview in *Encyclopaedia of Social Work* (19th Ed.) Richard L. Edwards. Washington, DC NASW Press.

Study Session 2

Education in Nigeria

Introduction

In this Study Session, we will examine the organisations that introduced western education in Nigeria, result of the absence of an official education policy, the first statement by the British Privy Council's Committee on education, places where Islam was firmly established in Nigeria, national goals of Nigeria, values of social work and education in Nigeria. We shall also expose you to the goals of Education both in Primary and Secondary Education in Nigeria.

Learning Outcomes

When you have studied this Study Session, you should be able to:

2.1 *outline* the history of formal education in Nigeria.

2.2 *explain* the philosophy of Nigerian education.

2.3 *analyse* the national goals of Nigeria.

2.4 *point out* the point of connection between social work and education in Nigeria.

2.1 History of Western Education in Nigeria

2.1.1 Educational Development in Southern Nigeria, 1842—1914

The period 1842 - 82 was marked by intensive missionary activities and expansion in Southern Nigeria. During this time, the Church Missionary Society (CMS), the (Wesleyan) Methodist Missionary Society, the Roman Catholic Mission, the United Presbyterian Church of Scotland, the Qua Ibo Mission, the Primitive Methodist Missionary Society and the Basel Mission firmly established themselves in this area. Up to 1882, the colonial government in Nigeria paid little or no attention to the educational needs of the people and the field was left entirely to the missions. This period can, therefore, be

justifiably termed the era of exclusive Christian missionary education in Southern Nigeria.

All the missionaries used the school as a means of conversion and each found that children were more valuable for this purpose than adults — though adults were not ignored in their evangelical programme. In addition to ‘book learning’, vocational training was added to the programme. At Abeokuta, for instance, and later at Onitsha, Lakoja and Calabar, agriculture, carpentry, brick-laying, ginnery, etc. were encouraged by the C.M.S., the Church of Scotland and other missions. In Topo near Badagry, the famous Topo Industrial School for delinquent children was started in 1876 by the Roman Catholic Mission. During the period under review, the missions, while emphasising religion, set the moral tone for their members. Character-training, a stern code of European ethics, and the like were enforced. Naturally, conflicts developed as the traditional African way of life conflicted with the European one. Polygamy was prominent among the people but a ‘good’ Christian was expected to be monogamous. This caused no small conflict within the Church and the issue was destined to plague the Church to the present day.

Some of the missions, for example the C.M.S. and the Methodist, set up management boards’ to help regulate the curriculum, teachers’ salaries, conduct, etc. The achievements of the missions during this period of government indifference to education included: translation of the Bible into the local languages, for example Yoruba, Ibo, Efik and Nupe; introduction of vocational or industrial education, character-training, use of the ‘vernacular’ and English; regulations concerning training, employment and payment of teachers; and establishment of a code of conduct for teachers and pupils. However, the absence of an official education policy resulted in the lack of:

- 1) a common syllabus, standard textbooks, regular school hours, etc.
- 2) adequate supervision of schools — buildings, teachers, pupils, etc.
- 3) a central examination system;
- 4) uniformity in the condition of service of teachers; and
- 5) adequate financial support and control.

Government Intervention

Prior to 1925, the British government had no clearly defined policy on education in its African colonies. What might appear as its first statement on the issue was made by the British Privy Council's Committee on Education in 1847 when it vaguely referred to the need for 'securing better conditions of life and development of the African as a peasant on the land'.

Between 1870 and 1876, the colonial government in Lagos made spasmodic attempts to assist some of the missions in their educational work. It earmarked the sum of £300 for the support of the missions but failed to pay the grant (apparently for lack of funds). In 1872, it earmarked £1,000, then reduced it to £330 and later to £30. This sum of £30 was distributed among three missions: the C.M.S., the Wesleyan and the Catholic missions operating in the Lagos area. In 1873, the government again voted £300 but failed to redeem its pledge. However, between 1874 and 1876 it made an annual grant of £300 and shared it equally among the three missions; and in 1887, it raised the grant to £600 per year.

This was the extent of government policy on education prior to 1882. The first education ordinance was promulgated in 1882 when the colony of Lagos was still jointly administered with the Gold Coast colony. The ordinance covered the West African territories of Lagos, the Gold Coast, Sierra Leone and Gambia.

2.1.2 Educational Development in Northern Nigeria

As discussed earlier, Islam pre-dated Christianity in Nigeria by hundreds of years. The first thing a Muslim community did was to build a mosque and use the premises or the courtyard as a Quranic school. Thousands of such schools existed in Northern Nigeria and hundreds of them in Southern Nigeria before the first Christian schools were built in Badagry and Abeokuta. Sir Frederick Lugard, the former Governor-General of Nigeria, estimated that in 1914, there were, at least, 25,000 Quranic schools scattered throughout Northern Nigeria with a total pupil population of 218,618.

Islam was firmly established in the north, and in the south in a few towns such as Oyo, Ibadan and Lagos. For over 500 years in the north and half a dozen decades in the south, it produced

its own eminent scholars or ‘ulāma who were staunch guardians of Islamic theology, philosophy and jurisprudence. All the northern Emirs were political and spiritual leaders of their people and would not tolerate any local or foreign interference. It was not surprising, therefore, that the advent of Christianity in Nigeria in 1842 caused a head-on collision with Islam, especially in the north where it was more firmly established.

The fact is that Islam did not slow down the progress of education in the northern part of Nigeria as popularly believed. It was Christian-oriented or evangelical education that slowed down the progress of secular education in Northern Nigeria and among the Muslims in the south. Since missionary schools were established primarily to convert children and young adults to the Christian faith, the Muslims in the north and south saw this as a definite threat to their own faith. The schools in those days (and even today) were places where pupils went in as pagans and Muslims, and came out as converted Christians. To prevent the wholesale conversion of Muslims to Christianity, the Muslims, particularly, the Emirs and other leaders in the south, refused to send their children to Christian schools. It would have been interesting to see what would have happened if the first type of education offered to the Northern and Western Muslims was the secular type, run not by missionaries but by teachers and administrators!

2.2 National Policy on Education

A nation’s policy on education is government’s way of realising the part of the national goals that can be achieved using education as a tool. No policy on education, however, can be formulated without first identifying the overall philosophy and goals of the nation.

2.2.1 National Philosophy and Goals

The overall philosophy of Nigeria is to:

- a. Live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equality and justice;
- b. Promote inter-African solidarity and world peace through understanding.

The five main national goals of Nigeria, which have been endorsed as the necessary foundation for the national policy on education, are the building of:

- a. A free democratic society;
- b. A just and egalitarian society;
- c. A great and dynamic economy;
- d. A land full of bright opportunities for all citizens.

In Nigeria's philosophy of education, it is believed that:

- a. Education is an instrument for national development; to this end, the formulation of ideas, their integration for national development, and the interaction of persons and ideas are all aspects of education;
- b. Education fosters the worth and development of the individual, for each individual's sake, and for the general development of the society.
- c. Every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities each according to his or her ability;
- d. There is need for functional education for the promotion of a progressive, united Nigeria; to this end, school programmes need to be relevant, practical and comprehensive; while interest and ability should determine the individual's direction in education.

Nigeria's philosophy of education is, therefore, based on:

- a. The development of the individual into a sound and effective citizen
- b. The full integration of the individual into the community; and
- c. The provision of equal access to educational opportunities for all citizens of the country at primary, secondary and tertiary levels both inside and outside the formal school system.

For the philosophy to be in harmony with Nigeria's national goals, education has to be geared towards self-realisation, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity, and social, cultural, economic, political, scientific and technological progress.

The national educational goals, which derive from the philosophy, are therefore:

- a. The inculcation of the type of values and attitudes for the survival of the individual and the Nigerian society;
- b. The training of the mind in the understanding of the world around; and
- c. The acquisition of appropriate skills and the developmental of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society.

In consequence, the quality of instruction at all levels has to be oriented towards inculcating the following values:

- a. Respect for the worth and dignity of the individual;
- b. Faith in man's ability to make rational decisions;
- c. Moral and spiritual principle in inter-personal and human relations;
- d. Shared responsibility for the common good of the society;
- e. Promotion of physical, emotional and psychological development of all children; and
- f. Acquisition of competencies necessary for self reliance.

In order to realise the full potentials of the contributions of education to the achievement of these goals and values, all other agencies should operate in concert with education. To that end, Government would take various measures to implement the policy

- a. Education shall continue to be highly rated in the national development plans because *it is the most important instrument of change in the intellectual and social outlook of any society has to be preceded by an educational revolution*;
- b. Life-long education shall be the basis of the nation's educational policy;
- c. Education and training facilities shall continue to be expanded in response to societal needs and made progressively accessible to afford the individual a far more diversified and flexible choice;
- d. Educational activities shall be centred on the learner for maximum self-development and self-fulfilment;
- e. Universal basic education in a variety of forms, depending on needs and possibilities, shall be provided for all citizens;

- f. Efforts shall be made to relate education to overall community needs;
- g. Educational assessment and evaluation shall be liberalised by their being based in whole or in part on continuous assessment of the progress of the individual;
- h. Modern educational techniques shall be increasingly used and improved upon at all levels of the education system;
- i. The education system shall be structured to develop the practice of self-learning. Government shall, in this regard, continue to encourage the establishment of Young Readers Clubs in schools;
- j. At any stage of the educational process after junior secondary education, an individual shall be able to choose between continuing full-time studies, and combining work with study, or embarking on full-time employment without excluding the prospect or resuming studies later on;
- k. Opportunity shall continue to be made for religious instruction; no child will be forced to accept any religious instruction which is contrary to the wishes of his or her parents; and
- l. Physical and health education shall be emphasized at all levels of the education system.

2.2.2 Goals of Primary Education

In specific terms, primary education shall:

- a. Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
- b. Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- c. Provide trained manpower in the applied science, technology and commerce at sub-professional grades;
- d. Develop and promote Nigerian languages, art and culture in the context of the world's cultural heritage;
- e. Inspire students with a desire of self-improvement and achievement of excellence;
- f. Foster national unity with an emphasis on the common ties that unites us in our diversity;
- g. Raise a generation of people who can think for themselves, respect the views and feelings of others,

respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens;

- h. Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

To achieve the stated goals, secondary education shall be of six year duration, given in two stages: a junior secondary school stage and a senior secondary school stage; each shall be of three years duration.

2.2.3 Junior Secondary School

The junior secondary school shall be both pre-vocational and academic. It shall be tuition free, universal and compulsory. It shall teach basic subjects which will enable the pupil to acquire further knowledge and skills. Every student shall offer:

- a. A minimum of 10 and a maximum of 13 subjects:
- b. All subjects in Group A
- c. At least one subject from Group B & C.

Group A. Core

- a. English
- b. French
- c. Mathematics
- d. Language of environment to be taught (L1)
- e. One major Nigerian language other than that of the environment
- f. Integrated science
- g. Social studies and citizenship education
- h. Introductory technology

Group B. Pre-vocational Electives

- a. Agriculture
- b. Business studies
- c. Home economics
- d. Local crafts
- e. Computer education
- f. Fine arts
- g. Music

Emphasis on subjects in Group B shall be on practice.

Group C. Non-prevocational Electives

- a. Religious knowledge
- b. Physical and health education
- c. Arabic

Students who complete junior secondary school shall be streamed into:

- a. The senior secondary school;
- b. The technical college;
- c. An out-of-school vocational training centre;
- d. An apprentice scheme.

The streaming shall be based on the result of tests to determine academic ability and vocational interest of the pupil; and as much as possible to achieve a transition ratio of 50:50 as follows:

2.2.4 Senior Secondary School

- a. The senior secondary school shall be comprehensive with a core-curriculum designed to broaden the pupil's knowledge and out-look.
- b. Every student shall take all the six (6) core subjects in Group A and a minimum of one (1) and a maximum of two (2) from the list of elective subjects in Groups B and C to give a minimum of seven (7) and maximum of eight (8) subjects.
- c. One of the three elective subjects may be dropped in the last year of senior secondary school course.

Group A. Core

- 1. English language
- 2. Mathematics
- 3. A major Nigerian language
- 4. One of biology, chemistry, physics or health science
- 5. One of Literature-in-English, history, geography or religious studies
- 6. A vocational subject

Group B. Vocational Electives

- 1. Agriculture
- 2. Applied electricity
- 3. Auto-mechanics
- 4. Book-keeping & Accounting
- 5. Building construction
- 6. Commerce
- 7. Computer education

8. Electronics
9. Clothing and textiles
10. Food and nutrition
11. Home management
12. Metal work
13. Technical drawing
14. Woodwork
15. Shorthand
16. Typewriting
17. Fine art
18. Music

Group C. Non-Vocational Electives

1. Biology
2. Chemistry
3. Physics
4. Further Mathematics
5. French
6. Health education
7. Physical education
8. Literature in English
9. History
10. Geography
11. Bible Knowledge
12. Islamic Studies
13. Arabic
14. Government
15. Economics
16. Any Nigerian language that has orthography and literature etc.

Government welcomes the participation of voluntary agencies, communities and private individuals in the establishment and management of secondary schools. State governments shall prescribe conditions to be met by the communities and others wishing to establish secondary schools.

Government shall regulate the establishment of schools, supervise and inspect schools regularly and ensure that all schools follow approved curricula and conform to the national policy on education. The teacher-pupil ratio at this level of education shall be 1:40.

Certification

The Junior School Certificate (JSC) shall be based on continuous assessment and examination boards.

The Senior School Certificate (SSC) shall be based on continuous assessment and a national examination.

Tertiary institution shall be required to continuously match their admission conditions with the practices directed by the policy.

Nigeria shall use public examination bodies for conducting national examinations in order to ensure uniform standards at this level.

Transition from secondary education to tertiary education shall be through the appropriate selection mechanism.

2.3 Connection between School Social Work and the Goals of Education

In this section, you will examine that the purpose of the school is similar to the purpose of school social work. Both system work to ensure that all students who attend school make the most of their educational opportunities.

Over the span of a century, schools have broadened their mission and scope toward greater inclusion and respect for the individual differences of all children. Consequently, social workers and educators share similar values. Schools and families are places where children should discover their own dignity and worth, and come realise their potential. Unfortunately, the human potential of each person is often needlessly wasted. The worlds of young people, often so full of hope, can be colonised at the same time by strange and distorted pictures of human worth and social relations, coming from many sources. School social workers are, therefore, concerned about children who may not at a given moment be able to use what education has to offer.

School social workers work with young people and with their school and family environments, assisting them to accomplish tasks, associated with their learning, growth, and development. This is to enable them come to a fuller realisation of their intrinsic dignity, capability and potential. The basic focus of the school social worker is the constellation of teacher, parent and the child. The social

worker must be able to relate to and work with all aspects of the child's situation, but the basic skill underlying all of this is assessment, a systematic way of understanding and communicating what is happening and what is possible. Building on assessment, the social worker develops a plan to assist the total constellation of teacher and student in the classroom, parents in the family, and others to work together to support the child towards the successful completion of the developmental steps that lie ahead. In respect of the foregoing, the basic questions for the school social worker are:-

- 1) Where is the best place to intervene?
- 2) What should the role of school social worker be in this particular school community?

Guided by the purpose and needs of education and the learning process, an effective, focused and comprehensible school social work role can be negotiated within a school community.

Role, the key to understanding what the school social worker does, is a set of expected behaviour constructed by school social workers together with their school communities. In each school, this role is developed by social workers and others, such as the principal and the teachers. To do this school, social workers need to have a vision of what is possible, possess tools of analysis, be comfortable with the processes of negotiation, and coordinate their interventions with the life of the school.

Study Session Summary



Summary

In this Study Session, we have traced the history of Western Education in Nigeria, we examined educational development in both Southern and Northern part of Nigeria, we examined the components of National Policy on Education. Specific goals of Primary and Secondary Education in Nigeria and connection between those goals and school social work are also discussed. We noted that the purpose of the school is similar to the purpose of school social work. Both system works to ensure that all students who attend school make the most of their educational opportunities.

Assessment



Assignment

1. What are the organisations that introduced western education?
2. What are the results of the absence of an official education policy?
3. What is philosophy of education?
4. Explain two of the national goals of Nigerians?
5. What are the similarities in social work values and the values of education in Nigeria?
6. What are the two broad goals of secondary education Nigeria?
7. Explain the concept of diversified curriculum.
8. Why are you in school?
9. Use your answer in 1 to explain the purpose of school social work.

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Study Session 3

Collaboration and Consultation

Introduction

In this Study Session, we will discuss meaning of the term collaboration and its process as far as school social work is concerned. We shall also discuss consultation, point out its objectives and the difference between consultation and committee membership.

Learning Outcomes

When you have studied this session, you should be able to:

- 3.1 *explain* the term collaboration.
- 3.2 *analyse* the school social worker's special competence and skill.
- 3.3 *recognise* when the child/student is ready for termination of service *explain* consultation.
- 3.4 *discuss* at least two objectives of consultation as pointed out

3.1 Meaning of Collaboration

The word collaboration may be defined as the working relationship between the school social worker when the child has been accepted for direct service by the worker. The nature of this plan for this continuing relationship is set during the referral and intake process. The school social worker and the teacher should plan together for the kinds of responsibility each will take in trying to help the child with their difficulty. At this time the school social worker has a real opportunity to interpret her service and clarify for the teacher that it is different from, yet supplementary to the teacher's work with the child.

Throughout this whole process of working together, the school social worker and teacher must remain aware that the teacher is the key person in the child's school experience and that the school social worker is there to help the child make better use of this experience, to help the teacher and school

reach their objectives in providing the best possible education for the child. The aim of both the teacher and the school social worker is to contribute to the child's education. However, the school social worker will serve only a few children in any classroom group, her primary focus is on the individual child rather than the total group. Her relationship with the children is temporary, and both the child and the worker consciously work toward the time when the child will no longer need help. The relationship between the child and the teacher, on the other hand, is a continuing on-going experience.

The school social worker, because of their special competence and skill, is able to help the teacher toward a better understanding of a child's behavioural problems and needs. It must be recognised as equally important, however, that the teacher will know best how to meet the needs of the child in the classroom situation because of their special competence.

As the teacher senses the school social worker's understanding and interest, they are able to approach the problem differently and this will be a chance to work through the child's difficulty. The continuing contacts between school social worker and the teacher permit them to share, day by day, facts and feelings about the child and their reaction to their school experiences, both in the classroom and with the school social worker. It is important for the teacher to receive proper interpretation of the school social worker's work with the child so that they can understand the nature and objectives of this relationship. The teacher often becomes more accepting of the child's behaviour as they learn that the school social worker is not critical when they become impatient for change. The teacher then often experiences satisfaction in working with a person who can help them to better understand and work with a difficult child.

In this collaborative work with the teacher there are other kinds of information that need to be shared in addition to what is gained directly from working with and observing the child. The school social worker may have acquired facts and impression from the parents, from home visits and from contacts with other agencies and resources. The question of confidentiality often arises about sharing certain kinds of information with the teacher whether obtained from the child, his parents or other sources. The school social worker share with the teacher information that will help the child; the fact that it must be shared is handled appropriately with the child,

his parents, or other source. Since so much of the work is of a confidential nature, school social workers, like other social workers, sometimes feel they have a monopoly on confidentiality and do not realise that teachers and schools, too, have a responsibility to respect and protect confidentiality. It should hardly be necessary to add that sharing of pertinent, personal facts must be kept on the professional basis which the nature of the service and setting demand and should never fall into the realm of gossip.

Throughout the period that the school social worker and the teacher work together, there must be continuing evaluation of the problem as originally referred, the work that each is doing, and where the child is in dealing with his problem. On the basis of such evaluation, plans may be continued, revised, or reformulated.

Termination is part of the collaborative process and comes about as a result of mutual agreement. When the school social worker is aware of the indication that a child is ready to end their contact with them, they initiate a plan to terminate. The decision to terminate is a shared one and includes the child's expression of readiness, the teacher's appraisal of the situation, and participation of the parents.

3.2 Meaning of Consultation

Consultation has been defined as an indirect method of offering a helping service to those who carry direct responsibility for action. Specifically, in school social work, consultation is referred to as the process of helping a teacher or other school personnel with a problem related to a child's difficulty in school without direct service being offered to the child or his parents by the school social worker. Consultation may also be offered in relation to a problem involving a group of children. The teacher may use the consultation service for help in their contacts with parents or other school personnel as well as in their direct work with children provided the problem is related to the child in school. This service gives promise of widening the scope of the teacher's effort to prevent many children from becoming increasingly more disturbed in school. In discussing the role of the school social worker as consultant, Mildred Sikkema has pointed out at least two interrelated objectives:

1. To bring a new and different set of knowledge to bear on a problem, or to bring known aspects together in a different configuration. The purpose is to provide a different and enlarged perspective for assessing and defining a problem and for identifying and focusing the needs of the person seeking consultation so that the steps to be taken may be planned on the basis of all knowledge and skill that can be made available.
2. To present the knowledge in such a way that it will enable the person to whom consultation is given to develop and strengthen some aspect of his competence. The purpose is to provide help to many through one.

It must be recognised that much of what school social workers label as consultation is not seen as such by teachers. Although some teachers are at a stage in the use of the service to define the help they want, many requests for consultation come to the school social worker as comments, inviting exploration, expressing concern over a specific incident, or in the form of questions concerning the cumulative effect of disturbed behaviour of an individual child or group of children. Sometimes consultation service, although not necessarily identified as such by the teacher, is being explored when a teacher wishes to talk over a problem several times but does not wish to make a referral for direct service to the child.

Consultation service should be provided:

1. When this is the decision arrived at through the referral and intake process.
2. When a teacher makes a request for consultation instead of referring a child for direct service. This sometimes leads to a referral for direct service later.
3. When a teacher makes an indirect approach for help indicating that they are not ready to make referral. This too, may lead to a referral for direct service later.

When the nature of child's difficulty is such that the teacher's work with him might lessen or remove the problem, consultation is indicated. The following may be cited as examples:

1. A teacher needs an opportunity to have an outlet which provides understanding to their need for adequacy, as, for instance, when they feel a sense of failure about seeking direct help for a child;

2. A teacher is overly sensitive to some problems of children thus creating a disharmony in the classroom group through such over concern with the group of “children with problems”.
3. A teacher is aware of how to use the knowledge and skills of the school social worker to increase their own understanding of the behaviour of a child and their capacity to work with the child.

Consultation may be viewed as one way of meeting the long-felt need to communicate social knowledge and philosophy about behaviour to educators. It is a process by which the social work profession contribute from its special body of knowledge to the teaching profession but in which the social worker carries no responsibility for direct service. It must be recognised that the proportion of the worker’s time used in consultation service to teachers raises administrative questions that must be settled in terms of the total programme. Consultation service should not be confused with those functions of the school social worker related to in-service education of teachers, participation on curriculum committees, and other responsibilities for helping to develop and maintain an adequate school programme. Such functions belong in another area of the school social work programme.

Study Session Summary



Summary

In this Study Session, we discussed collaboration and consultation. You learnt that collaborative decision making implies shared ownership of problems and solutions. It involves sharing of skills and attainment of group goals. Consultation on the other hand is an indirect method of offering a helping service to those who carry direct responsibility for action. In helping to determine whether consultation or direct service offers more promise of help for an individual child, the school social worker does well to develop a flexible approach which permits variation according to the needs of the particular child or teacher. Further experience will help to clarify when to use consultation, and how to increase the effectiveness of its use. Present experience suggests that school social workers and teachers who have worked together and learned to respect and trust the competence of each other are able to work

effectively both in consultation and collaboration.

Assessment



Assignment

1. What is collaboration in school social work?
2. Explain the special competence that the school social worker needs to develop to help the teacher understand students' behavioural problems/needs.
3. Compare and contrast collaboration with consultation in school social work?
4. Explain a situation where collaboration will be an appropriate option for the school social worker?

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Study Session 4

Relationships in School

Introduction

In this Study Session, we will examine the importance of effective communication when working with other school personnel and parents. We will also discuss the major factors which effective working relationship depends on.

Learning Outcomes



When you have studied this Study Session, you should be able to:

- 4.1 *highlight* the three major factors which effective working relationship depend on.
- 4.2 *explain* the relationship between the school social worker and the teacher.
- 4.3 *discuss* how the school social worker can help the teacher identify the needs of the students.
- 4.4 *analyse* the need for school social workers to be informed of the policies and practices of other agencies.

4.1 The School and the Social Worker

The school is primarily an educational institution; and the services of the school social worker are offered to help the child make maximum use of their school experience. The worker naturally develops relationships with other school personnel such as principal, teacher, psychologist, psychiatrist, guidance counsellor, nurse, doctor, special education staff, clerical and maintenance workers. Although the superintendent with their central administrative staff members of the board of education do not usually work directly with children. They have a vital part in planning for and administering the total school programme. The effectiveness of the school social work programme may depend largely on their understanding and acceptance.

Effective working relationships involve knowledge, the need to know; understanding, the need to appreciate and feel;

communication the need to interact rather than to react. The school social worker can work most effectively with others when they are secure in the knowledge of their own skill, function, purpose, and goals. Their knowledge should include the purposes and goals of education; the policies, procedures, and concerns of the school; some knowledge of the competencies and contributions of other school personnel; and how to relate to and make maximum use of all other services for the benefit of the child. The limitations of the function and services of the social worker, as well as the limitations of services offered by the other school personnel need to be clearly understood by the worker.

The spectrum of understanding for the school social worker includes: self-understanding; their attitude towards their own service, the service of others and towards the teamwork relationship. Teamwork, in addition to knowledge, requires mutual acceptance of the other person and mutual respect for another's judgment in doing the job. (Webster defines acceptance as "favorable reception, approval"; respect is defined as: "to consider worthy of esteem, hence refraining from obtruding upon.") While working out collaborative relationships with other disciplines, the school social worker must be aware of the cardinal principles of respect for the other person's knowledge and field of competence and their right to determine the scope of their functions. It is helpful when the school social worker is able to understand the various factors inherent in the process of referral, to be flexible, and to go slowly in offering service. Too often the school social worker's anxiety in offering service and frustration in not being able to do so quickly can create a situation which retards rather than enhance the development of service. Sometimes the slow, cautious offering of service around some tangible problem can be a beginning. Generally, when the teacher and the school social worker come to know each other as people, their professional working relationships start to develop.

Communication with other school personnel involves not only a sharing of information, plans, and procedures but a dynamic process of working together on behalf of the child. Lack of communication can be one of the greatest stumbling blocks to effective service. It is important for school social workers to develop a conscious identification with the teaching profession and the goals, problems, and needs in the field

education. Effective communication requires use of direct, non-technical language which is readily understood by all school personnel. A child may be helped in almost direct proportion to the degree of understanding on the part of all school personnel involved as to the nature of the problem and the kind of help being given. Each person having some responsibility in carrying out a plan to help a child has a similar right to share in making the plan. Although one of the school team should be chosen to carry major responsibility, those who are involved at intake need to be concerned and kept informed; all members should participate in termination. Usually, school social worker serves as the coordinator for the services to a child if they are working with the child and or their parents, but this may vary according to the situation. For example, when health problems are primary, the nurse may carry major responsibility in a plan which uses the services of the school social worker. Regularly scheduled or planned conferences with principal, teacher, or other school personnel involved, whether for collaboration or consultation, are not only administratively effective but psychologically supportive.

The same principles regarding confidentiality of information presented in the foregoing chapter apply to all inter-professional relationships within the school. The essential idea is sharing for the benefit of the child.

The question of whether the school social worker has a responsibility for making some record of their service as a part of the child's cumulative record has been raised. It seems appropriate that the cumulative record should indicate that the child has had the service, with a notation, at the very least, of the date and worker's name or initials. This would make it possible for school personnel who may later become involved to obtain additional information if necessary. There is a need for further experimentation and research in this area before a definite statement can be made.

It is important to understand both the administrative relationships within the school as well as the administrator's role. When proper channelling is maintained, smoother - working relationships are achieved. The effectiveness of the school social work programme is directly related to the understanding and support of the service by the principal.

Service to children is promoted by clarifying the function and training required for each service. This clarification should

remove some of the confusion that may arise when interdisciplinary work becomes part of the service to the child in school. However, since there may be overlapping interpretations of the functions of various services, referrals and contacts should be channelled through a responsible administrator so that the service to the child is kept as the focus. Since various services have come into the school at various times to meet specific needs, it becomes the administrator's responsibility as well as the professional responsibility of each discipline to participate in determining which service will best serve a given child at a given time. The social worker has a responsibility to share with the principal about the work they are doing in the school with children, parents and teachers. The principal needs to be kept informed about progress of the work with individual children, and should be involved with plans for them throughout the period of service in addition to participating in the decision made at point of intake and termination.

There appears to be considerable concern among school social workers regarding their professional relationships with the psychological services in the school. It should be emphasised that the same principles for working effectively with all school personnel apply to work with the psychologists too. As already stated, school social workers have a responsibility to be clear about their own functions and to interpret them continually through every available means. The value and uniqueness of their particular service will be recognised and accepted as it is demonstrated through sound practices. Again it should be stressed that school social workers cannot and should not attempt to define the function of other disciplines but should hold to the principle of mutual respect for each other's knowledge and field of competence and the right of each service to define its own function.

A few general statements may be helpful to the school social worker as well as to other school personnel. When the school social worker is giving direct service or consultation service, they should participate in the referral of the child for psychological service if so indicated. The teacher and principal should also participate in such a referral. In turn it would seem similarly appropriate that the psychologist would participate in the referral of a child to the school social worker if they find evidence of the need for their service in the work with a child. Again the teacher and principal need to be

involved. Referral to the psychologist of children not already known to the school social worker need not routinely involve the school social worker.

The school social worker has a responsibility to share with the psychologist information about the child that will be helpful to them. Likewise; the psychological report will be helpful to the school social worker and others in working with the child. If projective testing shows something quite different from the school social worker's evaluations, a conference with the psychologist is indicated, and perhaps retesting after an interval. Conferring before the report is written may help the report relate more helpfully to a specific situation. When both services are being used to help the child, there is value in school social worker-psychologist conferences.

Obviously, the psychologist has the right to interpret the findings of their work but experience has shown that in some cases it is advisable to consider a number of factors before arriving at a joint decision about who should interpret the psychological tests to the teacher, child, and their parents. If the school social worker continues to work with the child and/or their parents, they will have the continuing responsibility to help parents understand and use the material in the psychologist's report. Sometimes the decision may be that the school social worker will interpret the findings to parents or that they will be present when the psychologist does so. It follows that the disciplines of the social worker and the psychologist operating within the school need to work together in such a way that through interpretation and practice each will learn from the other in order to be of maximum service to the child.

School social workers also feel the need to clarify the relationship of school social work to guidance services in the schools. Here again it is the mutual responsibility of each service to define its own function and to become knowledgeable about the other through inter-professional cooperative working relationships, through knowledge sharing, understanding and communication.

Relationships with school nurses need to be clearly defined. Lack of clarity exists because of overlapping interpretation of functions related to the historical development of certain special services. The services of the nurse and the school social worker are different. There is no question but that both are needed. Coordination of services requires careful

clarification by each service of its own training, function and interpretation.

4.2 Social Worker-Teacher Relationships

The primary focus of the school social worker-teacher relationship is always on helping the child/student. The quality of the relationship and the amount of time involved will depend on the understanding and acceptance of the school social work programme by the teacher and principal as well as on the social worker's sensitivity to the teacher's readiness for the service. Although providing a suitable place and arranging for a teacher to have time for conferences are consider the administrative responsibilities of the principal, managing these is sometimes difficult, especially when a worker serves a number of school and is not always available for appointments at times that are convenient for the teacher. However, when school social work is understood and accepted as an integral part of the school programme and when it is recognised as a service that is oriented both to the children, who are having difficulty, as well as to the teacher, who is in need of better understanding and meeting the needs of these children, the teacher and school social worker will find a time and place to work together.

While administrative interpretation and report are essential to the establishment of the service, the school social worker's awareness of how to get started favourably is of utmost importance. It is important to accept the pace of the school, including the initial resistance of teachers who may consider it a weakness not to be able to handle all kinds of problems alone. Without pressing for total acceptance all at once, the social worker can begin to work with those teachers who are ready to use help. Usually a good service provides the most graphic kind of interpretation. One of the first essentials is for the school social worker to convey an appreciation for the teacher's role and some understanding of the pressures which an individual teacher may be facing. For the social worker a high level of skill in the use of the professional self is required to be able to free the teachers so they themselves can reflect on what the child's behaviour means to her instead of imposing an interpretation too precipitously.

4.3 School Social Worker and Parents

The school social worker's concept of their role in work with parents has in the past been influenced to some extent by the history of the school social work service within particular school systems. Frequently, school social workers have found themselves in a dilemma regarding work with parents, mainly because of the part within each school system which originally prompted the employment of social workers and because of traditional methods of help already established to meet those needs. Some school social work programmes developed within attendance departments, in which the work in essence consisting of persuasion, pressure and punishment, was carried out almost exclusively with parents. There was little, or any, recognition that the child might have a part to play in working out the problem of their non-attendance. It was important to understand that work with parents alone, no matter how professional, was not the final answer.

Other kinds of school social work programmes developed during this period in the child guidance movement and in psychiatry. This was motivated by the growing interest in direct work with children and in the development of specific methods of helping them participate in working toward a solution of their own problems. It is not surprising that concurrently, parents seemed to fade into the background and schools employing social workers gave little direction in regard to their responsibility towards parents. In still other programmes which developed from the belief that a social worker would be a valuable staff person but with no preconceived idea of what they would or should do, the social workers, who were employed, brought with them certain practices from previous employment in child guidance, family welfare, probation work etc. Notwithstanding, these variations in origin and the changes in philosophy regarding the place of parents in school social work, there has developed in school social work of the present time notable degree of thoughtful practice which has demonstrated its usefulness to children and parents alike.

The responsibility of the school social worker in working with parents derives from two sources: the administrative policy of the school and the principles of effective casework with children. Both elementary and secondary schools recognise, as shown in their policies and practices, the rights and

responsibilities of parents in relation to their school-age children. The recognition of the importance of a close relationship between the school and parents has been one of the strongest motivating forces for the employment of social workers in the schools. The school social worker, as a member of the school staff, carries a responsibility to represent and participate in this aspect of the school policy. One of the ways in which school social workers may be expected to contribute to the effectiveness of the school-parent relationship is to assist school personnel through consultation and direct contact with parents to carry out their own responsibility effectively. Primarily, the school social worker carries responsibility for determining their own role in relation to the parents of the children who are accepted for direct service. They must take into consideration not only the setting of the school, but also those methods in the practice social casework that have proven effective and apply to this particular type of work.

It is interesting to note, in recent literature in social casework with children, that increasing attention is being given to parents, not the kind of attention that characterised much of the earlier literature which emphasised a “study” of parents, but attention directed towards parents as people who can be helpful and who themselves may need help in finding their way in the difficult task of being parents. The 1950 White House Conference on Children highlighted the fact that the professions devoted to work with children had interpreted and published their findings in such a way as to create anxiety in parents that was detrimental to a healthy parent-child relationship. It was indicated that the task of all professions at this time was to develop methods of giving information and assistance to parents so as to strengthen and help them become more adequate parents.

In any work with children it is important to recognise that the child’s relationship with their parents no matter how impaired it may appear to be, is of importance to the child and will affect every area of their life in some way. This makes it imperative that the social worker who attempts to help children with their problems must frankly understand the implications of their relationship with the child’s parents on the child. Since the child’s ability to make progress will be affected, to some degree, by that relationship, it is - important to examine the knowledge and skill required to make that

relationship a constructive one for both the parent and the child. In the particular professions involved it is recognised that those persons who choose to work with children are inclined to identify with the child rather than the parent. It is fortunate for children that there are adults who can feel with and understand them, but more fortunate still if these adults can feel with and understand the children's parents also.

Parents of children who have problems are in a most uncomfortable position and the school social worker must be sensitive enough and imaginative enough to feel the full impact of this discomfort. It is only through such awareness that the worker will recognise that the parent is a troubled person in need of help. The school social worker has to know that in addition to the usual problems experienced by parents of children in trouble, there are particular problems experienced by parents whose children have trouble in school. Society has placed a high premium on successful school achievement. The school social worker needs to have full appreciation of this emotionally charged feeling about school, since it is at the heart of all their relationships with parents. With such recognition that the parent of a child who has trouble in school is a troubled parent, the school social worker can offer to the parent help through their knowledge of social casework. This means that the worker will attempt to understand the parent and the emotional dimension of the child's problem. It also means that effort will be directed toward finding and building the strength of the parent. The parent will be understood and accepted not as person from whom the worker "merely gets information" or to whom they "interpret the child" but as a person directed affected by the case. The worker will thus be obtaining information and explaining the child's relationship to the school, but the parent will be participating in a way that is helpful and meaningful and in a way that shows the worker's appreciation of the parents' important role.

Working with both parents of the child who is having a school problem is of the greatest importance. Children belong to two parents both of whom have needs of their own and ambitions and problems that exert a strong influence on their children. It may be desirable to see both parents together initially and separately later. Or if only one parent is involved with the referral, it may be well to begin with that parent and to bring in the other parent at a later time. There are no rigid rules

about when parents are seen together or separately since both types of interviews have advantages. In some cases one parent may consciously or unconsciously try to prevent the other parent from having contact with the worker. The worker should not rely on the statements that seem to imply that a particular parent is not interested. Sometimes, because mothers come to school more often than fathers, school social workers like teachers have concentrated on work with mothers, but the importance of work with a child's father cannot be overemphasised. When any kind of legal action is necessary, the father is most often held responsible if the child lives with both parents. Not every child will have two parents, of course, and there are some cases when it will not be possible to involve both of them even when the child does have both, but every effort should be made to help each parent participate in a plan to help the child.

4.4 Referral to other Agencies

Often in working with parents the school social worker becomes aware of problems that are outside the realm of their function. It is then their responsibility to refer parents to other agencies or resources and to help them accept and make use of such referrals. School social workers need to be informed of the policies and practices of other agencies in order to make appropriate referrals, and to avoid the futility of having parents go from agency to agency for help that may not be available. When referral is made and another agency accepts the case for service, there should be careful planning between the school social worker and the agency for the responsibility of each. As long as a school problem exists, the school social worker has the responsibility of dealing with that part of the total problem. Even though another agency may take primary responsibility for working with parent, this does not relieve the parent of the responsibility for their child in school. As the liaison person between the school and the community, school social worker should encourage both the parent and the social agencies in the community to contact and make use of each other in order to give as adequate a service as possible to children and their parents.

Sometimes the question of parental neglect is a problem for the school. This is a problem with which the school social

worker should be appropriately connected but for which they may not be able to take final responsibility. Often school personnel feel that a child is being neglected from what the child says or from “rumours” of other children, other parents or neighbours, without tangible evidence of neglect. The school must be careful not to violate the rights of the parents to care for their children. However, when there is evidence of neglect which presents a problem for the child in school, the school has the responsibility to offer service to the parents just as in the case of any other problem. If the parents cannot use this service to work on the problem and if the school social worker is convinced of the neglect, then referral to the proper protective agency is necessary. It is also the responsibility of the school to help the child in the best way possible without antagonizing the parent until appropriate protective measures are initiated.

In order to make the transition most comfortable for a client, it is important that the referring interviewer takes the time to facilitate the referral. This is done in a number of ways. First, the referring interviewer should take responsibility for engaging the cooperation of the professional to whom the client is being referred. This may include actually arranging an appointment for the client. Second, with the client’s permission, relevant case information should be shared with the new interviewer to enhance continuity of service. Third, there may be a need to accompany the client to assure that the new interviewing connection is made. Or, the referring worker may instead wish to confirm this later with the newly involved professional. Whichever way the referral is handled, it is important that the referring worker see the referral through to a successful completion.

Study Session Summary



Summary

In this Study Session, you have learnt that the school social worker is a member of the school staff in one or more schools. Their service is an integral part of the total school programme developed to meet the needs of school age children.

You also learnt that relationship between the school social worker and the teacher is a cooperative one between two professional persons. Through it, each one shares from his

own knowledge what will be helpful for the child concerned. Furthermore, the school social worker may not be able to handle all problems being presented in the school. It is therefore the responsibility of the school social worker to arrange referrals to other agencies in such situations.

Assessment



Assignment

1. What is the primary focus of the school social worker in teacher relationship?
2. Do you think all the teachers in the school are willing to cooperate with school social workers?
3. Effective working relationship depends on three major factors of knowledge, understanding and communication.
4. Discuss each of these factors very briefly?
5. The responsibility of the social workers for work with parents derives from two sources, state these two sources briefly.
6. Explain the importance of a child's relationship with their parents.
7. Why is it necessary for the school social worker to be informed of the policies and practices of other agencies?
8. What is the role of the school social worker as the liaison person between the school and the community?
9. Why or in what situation should the school social worker refer clients to other agencies?

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Study Session 5

Casework with Children

Introduction

In this Study Session, we will examine the generic principles of the casework process, and the fact that school is the right of all children.

Learning Outcomes



When you have studied this Session, you should be able to:

- 5.1 *describe* the generic principles of the casework process.
- 5.2 *analyse* the school's total programme.

5.1 Principles of Casework Process

Some requirements for the school social worker are an abiding faith in human beings; a belief in themselves, in the client, and in their function. This function gives an expectation of skill, trust, and confidence in the helping process. Faith in the client's ability to move and knowledge that growth and change are the very conditions of life are basic.

Social casework with the child in school has certain characteristics peculiar to the setting which must be understood and related to the generic principles of the social casework process. The school social worker in addition to their professional education in social work must also have an understanding of and orientation to the school's total programme, and to its policies, procedures and problems. The school social worker needs the knowledge, the courage and conviction to represent school as being right for all children. They must believe strongly in the philosophy and principles of education.

The school social worker goal is to assist in furthering the purpose of discipline. However, in this steady identification with the school and its purpose, they hold fast to their own professional convictions and must be able to be unique in an

affirmative way and within the framework of the purpose of education.

The worker also must be sensitive to the child's feeling about having "his worker" see other children. It is natural that there will be rivalry and jealousy among children who know each other and who are seeing the same worker. This may be more evident if they are in the same classroom. Just as this natural tendency should not be accepted the school social worker should help the child understand that each child's problem is different and must be attended to.

Throughout the total process of working with the child much will depend upon the continuous evaluation of the situation and also on the goals that have been set with the child, the school, and the parent. All concerned are interested in the total functioning of the child as evidenced in their ability to use the school experience. There is need to explore, as far as possible, the underlying causes of the problem with the child, to clarify for the child and others that it is not solved for him, but primarily by him with the support and help of the worker and others.

There should be interpretation to the child as well as to the teacher and parent that there will be plateaus in growth and movement and that change may come slowly at times. Implicit in the relationship with the child is the faith that, although it will be hard but the child can eventually meet the requirements expected of them. The worker has a responsibility to assess their progress with the child and to share with them their own understanding of emotional growth.

The length of the interview will differ with the age of the child, their span of attention and capacity to use the interview effectively. The size of the worker's case load and the amount of time they have in a given school will also influence the length of individual interviews. This is related to the administrative responsibility which has been discussed earlier. The quality of the interview rather than the length of time is considered more important and often much can be accomplished in a brief period. It is important that interviews be held on a regular schedule and the appointments with the child be kept promptly. If an appointment must be broken the child would be notified as soon as possible. A broken appointment may mean rejection to the child and may not only

damage their relationship with the school social worker but the progress being made.

Reference is made elsewhere to the desirability of a suitable place for information. The size of the room should be such as to avoid the feeling of being crowded. Ideally the room should be located where it is easily accessible to the children, other school personnel, and parents. There should be certain objects, equipment, and supplies in the room to give any person who uses it a feeling of its appropriateness.

Often a child might be more responsive during play session than during formal interview. The worker should use various means to help the child express their feelings. Always keep in mind that it is often possible to learn more about a child's feelings from their use of simple art materials or during play activity with small dolls, toys, and other objects which symbolize real life persons and situations than from what they are able and willing to verbalise. It is important that the child, the parent, and the other school personnel do not see this kind of activity as a play time for the child but understand that it is another technique which the worker uses in social casework just as they use the interview. In this connection the child must be helped to realise and accept the fact that certain behaviour may be acceptable in the interview with the worker but not in the classroom. This helps to clarify for the child the difference in their relationship to the school social worker and to the teacher and can be valuable in setting limits and in helping the child to accept reasonable limits. It is important that the school social worker steadfastly maintain their role in the casework relationship and help the child to see this as different from the roles of their parents and teacher.

It is expected that in the casework process the school social worker will become aware of the child's need for and readiness to use other resources in the school or community if this is indicated. Due to their knowledge of community agencies, it seems appropriate for the school social worker to make the referral and to prepare the child if they are to be directly involved, as in referral to a child guidance clinic. The parents may also need to participate in preparing the child. In some cases of referral to community agencies, only the parent will be referred and the child's relationship with the school social worker continues. In making a referral to another resource in the school and in preparing the child for this referral, the worker shares responsibility with the teacher and

the principal. Referral to any community agency or to another resource in the school should be the result of joint planning with other school personnel as well as planning with the parent and the child also.

Study Session Summary



Summary

From the foregoing, you noted that the child will accept and try to make constructive use of the service offered to him by the school social worker, but this is not always the case. On rare occasions a child or their parents will object and the child may decide not to use the service. This does not mean that the child is left to do nothing about their problem. The worker and other school personnel must respect the right of the child and the parent to choose and must postpone service until the child can accept and use the service.

Assessment



Assignment

1. What is the major reason for school social work?
2. List the generic principles of the casework process?
3. Mention some of the fundamental rights of the child according to the Child Right Acts or Law of your state?

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Study Session 6

School Social Worker and Confidentiality

Introduction

In this Study Session, we will examine how the school social worker should relate with parents about information they feel must be shared with the teacher; and also balance legal and ethical responsibilities in providing services to students in the school setting.

Learning Outcomes



When you have studied this session, you should be able to:

- 6.1 *demonstrate* how the school social worker should relate with the parent about information they feel must be shared.
- 6.2 *balance* between the legal and ethical responsibilities in providing services to students in the school setting

6.1 Ethical and Legal Responsibilities

Parents may be concerned about the use of confidential information they share with the worker. It is most important that the school social worker be frank with the parent about the information they feel must be shared with the teacher, the principal, or other appropriate school personnel to help the child. Parents need to be assured that information which might hinder rather than help the child will be held in strictest confidence and that in all cases only that which will be helpful should be shared.

Some school social workers question the use of the social service exchange to obtain information without the parent's knowledge. School social workers have a responsibility to participate in community planning for this type of service, and to express their beliefs and feelings about the proper management and use of the social service exchange.

Providing services to students in the school setting requires a careful balance between legal and ethical responsibilities. School social workers must be conversant with federal, state, and local laws and policies governing confidentiality. School social workers must follow the guidelines established by the state and school district in which they work, recognising that these guidelines may differ from those governing private practice.

Most states recognise that communications between social worker and client are privileged however, this privilege is not absolute. School social workers as members of a team of professionals may be confronted with situations where disclosure of information is critical to providing assistance to the student and family. It is the school social worker's obligation to obtain informed consent, that is, explain the limitations of confidentiality to the student and family, prior to service delivery.

Information should be shared with other school personnel only on a need-to-know basis and only for compelling professional reasons. Prior to sharing confidential information, school social workers should evaluate the responsibility to and the welfare of the student. The responsibility to maintain confidentiality must be weighed against the responsibility to the family and to the school community. However, the focus should always be on what is best for the student.

School social workers must be conversant with affirmative reporting requirements. All states now require school professionals to report suspected cases of child abuse and neglect. School social workers should be aware of school board policies and should ensure that such policies safeguard confidentiality of the reporting individual.

School social workers should familiarise themselves with school board policies and state and local laws governing reporting requirements for students who are HIV positive or have AIDS. School social workers should also be aware of state statutes providing confidentiality to minor students who seek treatment for sexually transmitted diseases, information about and access to birth control, and pregnancy-related health care and counselling.

Therapists, including social workers, are under an affirmative duty to warn if there is clear and present danger to the student

or another identified individual. The social worker must warn any individual threatened by the student and must take steps to ensure the safety of a student who threatens suicide.

In all instances school social workers must weigh the consequences of sharing information and must assume responsibility for their decisions.

6.2 The School Social Worker and Written Laws

School social workers must be conversant with federal, state, and local laws and policies regarding confidentiality and access to education records. Education records are all records that contain information directly related to a student and that are maintained by an education agency or institution. Parents have the right to inspect and review education records. Social workers' personal notes kept for use by only those individuals are not considered education records and are confidential.

School social workers should inform students and parents that information gathered under the individualised education programme (IEP) process may be shared with all members of the IEP team. The team, which includes other school personnel and the parents, may use the social history compiled by the school social worker in making decisions about the student's educational programme and placement.

Documents maintained on a computer become education records if shared orally with another staff person. Sole possession records maintained on a computer are not considered part of the education record and are confidential. School social workers may also be aware that other staff members or computer technicians may have access to school-owned equipment. Saving sole possession records to an individual storage device and securing that such may provide greater assurance of confidentiality.

Confidential records should be transmitted by facsimile only when absolutely necessary. Such reports should include a notation indicating that the material is confidential and is for professional use by only the designated recipient. The notation also should indicate that review, dissemination, distribution, or copying of the facsimile is prohibited.

Study Session Summary



Summary

In this Study Session, you learnt that the school social worker must carefully weigh the decision whether to preserve the confidentiality of information or share the information, using the best interests of the student as a guide. Those decisions must be informed by federal, state, and local laws and policies, as well as the professional ethics of the school social worker.

Assessment



Assignment

1. What is the most important function of school social work?
2. How will the school social worker achieve the functions mention in 1 above?
3. What is confidentiality?
4. Discuss one of the ethical responsibilities of the school social workers.
5. Why should the school social worker be conversant with the federal, state and local laws and policies regarding confidentiality and access to educational records?

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