

APPENDIX 1

1. Mental Health Resources

Web-based Resources for Children's Mental Health Topics

Links to Internet sites related to children's mental health issues are intended as a public service. Their presence on this document does not constitute an endorsement of their content, which INSSWA does not control..

EASY FIND:

Indiana Department of Education: www.doe.in.gov

IDOE Student Services: www.doe.in.gov/sservices

Background information about Children's Mental Health

Mental Health: A Report of the Surgeon General: <http://www.surgeongeneral.gov/library/mentalhealth/home.html>

President's New Freedom Commission Report: <http://www.mentalhealthcommission.gov>

Fact Sheets about Mental Health Disorders

Indiana Youth Institute KIDS COUNT data: <http://www.iyi.org/reports.aspx>

NAMI Fact Sheets:

http://www.nami.org/Template.cfm?Section=About_Mental_Illness&Template=/ContentManagement/ContentDisplay.cfm&ContentID=53155

National Institute of Mental Health

Health Information Quick links

<http://www.nimh.nih.gov/index.shtml>

National Association of School Psychologists

NASP Fact Sheets and position papers

<http://www.naspcenter.org>

School Psychology Resources Online

<http://www.schoolpsychology.net>

Teen Mental Health Problems: What are the Warning Signs?

National Mental Health Information Center: <http://www.mentalhealth.org/publications/allpubs/ca-0023/default.asp>

Being Alert to Indicators of Psychosocial and Mental Health Problems

UCLA School Mental Health Project/Center for Mental Health in Schools

<http://smhp.psych.ucla.edu/>

(Search Resource Aid Packets: Screening/Assessing Students: Indicators and Tools)

Parent/Family Resources

Focus Adolescent Services

www.focusas.com/Indiana.html

NAMI Indiana <http://www.nami.org/mstemplate.cfm?micrositeid=169>

PACER Center

Parent Advocacy Coalition for Educational Rights

<http://www.pacer.org>

Resource Mapping

School Mental Health Project /Center for Mental Health in the Schools

<http://smhp.psych.ucla.edu/>

(Search: Technical Aid Packets-Resource Mapping)

Evidence-based Practices

Indiana Department of Education: Research-Based/Best Practice Prevention and Intervention Resources for School Social Workers

http://www.doe.in.gov/sservices/socialwork/best_practice.html

Positive Behavioral Interventions and Supports (PBIS)

<http://www.pbis.org/main.htm>

The Collaborative for Academic, Social and Emotional Learning

<http://www.casel.org/home/index.php>

Intervention Central

<http://www.interventioncentral.org>

What Works Clearinghouse (US Dept of Education)

<http://www.w-w-c.org>

Links to other web resources:

Center of Excellence in Children's Mental Health

University of Minnesota

www.cmh.umn.edu

Center for School Mental Health Assistance

<http://csmha.umaryland.edu/>

Indiana Department of Health

www.in.gov/isdh

Indiana Family and Social Services Administration

www.in.gov/fssa

Indiana Division of Mental Health and Addictions

<http://www.in.gov/fssa/dmha/4521.htm>

National Early Childhood Technical Assistance Center

<http://www.nectac.org/default.asp>

National Technical Assistance Center for Children's Mental Health

Georgetown University Center for Child and Human Development

http://gucchd.georgetown.edu/programs/ta_center/index.html

Research and Training Center on Family Support and Children's Mental Health

Portland State University

<http://www rtc.pdx.edu/>

School Mental Health Project-UCLA

<http://smhp.psych.ucla.edu/>

Research and Training Center for Children's Mental Health

University of South Florida-Tampa

<http://rtckids.fmhi.usf.edu/>

The American Indian Health web site is an information portal (links to many other Native websites) to issues affecting the health and well-being of American Indians.

<http://americanindianhealth.nlm.nih.gov>

Minnesota Association of Resources for Recovery and Chemical Health (MARRCH- school section)

www.marrch.org

APPENDIX 11

2. Confidentiality Checklist :

- I have clarified my own personal and professional values.
- I have identified the primary stakeholders in ethical issues.
- I have identified the primary competing values.
- I regularly provide an ethical orientation to new clients.
- I obtain informed consent (and informed assent) to treatment.
- I have identified several courses of action.
- I obtain clinical consultation about difficult issues.
- I obtain legal advice about difficult issues.
- I am familiar with the laws regarding the treatment and rights of minors.
- I carefully consider the clinical implications.
- I make sure the decision is impartial, generalizable, and justifiable.
- I review and document the process of decision making.
- I always keep my personal written notes in a locked file cabinet.
- I always use a computer password to protect private electronic files.
- I always write public documents in clear, inoffensive language.

Used by permission. Raines, J. C. (2009). The process of ethical decision making in school social work: Confidentiality. In C. R. Massat, R. Constable, S. McDonald, & J. P. Flynn (Eds.), *School social work: Practice, policy, and research* (7th ed., pp. 71-94). Chicago, IL: Lyceum Books.

APPENDIX 111

3. SCHOOL SOCIAL WORK PERFORMANCE EVALUATION *EXAMPLE*

SCHOOL YEAR _____

DATE

SCHOOL SOCIAL WORKER _____

EVALUATOR

Instructions: Mark a “B” indicating Below Standard, an “M” for Meets Standard, and an “E” for Exceeds Standard. Evaluator may also indicate movement toward the next level, such as “M-E,” as well as add appropriate comments in the Notes section.

1. GENERAL SSW SERVICES

<p>It is an expectation that Indiana School Social Workers utilize social work skills that are commensurate with professional social work standards as outlined by NASW guidelines.</p>		
Below Standard	Meets Standard	Exceeds Standard
Social work service is disorganized or poorly defined	Develops, manages and implements effective school social work services	Social work service is recognized as highly effective throughout the school and community
Uses time ineffectively, not based on prioritized school social work needs	Accurately prioritizes school social work needs and manages time accordingly	Develops a written social work plan based on school social work needs
Is primarily reactive with few measures of impact	Addresses student needs and measures the impact of interventions	Uses multiple sources of data to measure the effects of SSW services

Social worker-student interactions include negative or demeaning responses	Builds positive relationships with students through friendly and mutually respectful interactions, and home visits	Strengthens relationships with students through participation in community events
Interactions may not account for the development level or culture of the student	Cares about each student and respects developmental, cultural and socioeconomic differences	Provides leadership in developing a caring and culturally sensitive school culture.
Office area is disorderly and/or not accommodating	Office area is functional and presents a warm and inviting atmosphere	
Materials are not available	Materials are accessible and organized	All materials are organized and professionally displayed
Demonstrates limited skills in resolving conflict	Effective in resolving conflict and teaching conflict resolution skills	Takes leadership in identifying points of conflict within the school
Demonstrates limited crisis intervention skills	Displays skill in responding to crisis, ranging from individual to whole school intervention	Is a leader in responding to crisis in the schools
Demonstrates limited diagnosis and treatment planning skills	Demonstrates skill in diagnosing and recommending appropriate treatment for mental health/behavioral needs	Conducts training in understanding and recommending appropriate treatment for mental health/behavioral needs
Necessary school social work notes on students are not organized or accessible.	Student notes are appropriate and organized, indicating problem, intervention(s), and progress	Teaches others on student and programmatic data collection for school social workers
Notes:		

It is an expectation that Indiana School Social Workers communicate effectively with all students, administrators, parents, staff and community members.

2. WRITTEN COMMUNICATION

Below Standard	Meets Standard	Exceeds Standard
Reports are poorly written, and/or disorganized, lack individualization	Reports are clear, organized, accurate and individualized	Teaches other social workers to write clear, accurate and individualized reports
Reports are not completed on time, or are rushed in at the last minute	Reports are completed in a timely manner	Reports are completed ahead of deadline in special circumstances
Reports tend to be uniform, do not reflect individual differences	Reports reflect sensitivity to diverse student populations	Reports utilize additional resources to interpret data based on diversity
Emails/letters are often grammatically incorrect or inappropriate	Emails/letters are clear and appropriate	
Notes:		

It is an expectation that Indiana School Social Workers help to ensure the overall success of students and school operations by collaborating with staff, parents, community agencies, and community at large (knowledge of community services is necessary).

3. PARENT/COMMUNITY COLLABORATION AND REFERRAL

Below Standard	Meets Standard	Exceeds Standard
Impedes the team process	Works effectively as a team member, including integrating assessment results	Takes a leadership role in team building and in developing consensus and cooperation
May be critical or rigid, ineffective in problem solving	Demonstrates effective problem solving skills	Is proactive and highly valued as a resource to help solve problems
Minimal response to requests for professional input	Provides ongoing professional input and expertise for others in the school community	Provides ongoing professional input and expertise to the broader community
Provides minimal or no consultation with staff and parents	Provides appropriate consultation with staff and parents	Teaches others to provide appropriate consultation with staff and parents
Demonstrates limited skill in interpreting student referral information	Demonstrates skill in understanding student referral concerns with respect to race, ethnic, cultural, and social factors	Seeks additional information and resources to help team understand referral concerns
Minimal or no review of prior interventions, historical records, or biopsychosocial data	Reviews relevant biopsychosocial data including health history, educational and family history, and intervention records	Reviews, interprets, and integrates relevant biopsychosocial data, seeking out additional information helpful to the assessment process
Provides minimal assistance to staff and parents regarding pre-referral concerns	Provides consultation to staff which may include designing pre-referral interventions	Provides ongoing consultation to staff including designing and implementing pre-referral interventions

Ignores or denies input from school staff or others who may be helpful in addressing special needs of students	Encourages and uses input from others in addressing needs of students	Initiates collaborative problems that address gaps in student services
Facilitates minimal or no interaction with parents and community	Reaches out to families to get them involved in their child's education	Provides resource information and/or conducts parent groups to increase parenting skills, including effective involvement in their child's education
