**Frequently Asked Questions Regarding Counseling Services and Social Work Services**

**What happens to the students who currently have counseling services on their IEP?**

For those students who currently have counseling services on their IEP the case manager will provide service.

**What about those students currently being served in a center-based program?**

If a student in a center-based program receives counseling services, the social worker will provide services. The social worker will work to determine continued eligibility and at the annual IEP the service will change from counseling service to social work service. Just because a student is in a center-based program does not mean that they automatically qualify for social work or counseling services. Eligibility is determined on an individual basis.

**How does the evaluation process work?**

We are using a multi-tiered system of supports. This means that the social worker will support tier one, universal supports, for teachers to provide counseling services through professional development, support implementation of school wide positive behavior supports, and provide skill building information to embed social emotional/behavior strategies in the classroom. Tier two, for some students, includes intentional guidance and counseling for teachers and could include time limited small group instruction for students. At this tier there is a concerted effort on data collection to determine need. Tier three, for few students, culminates with the compilation of the data to include multiple revisions of the behavior intervention plan. At every tier there is consistent communication and focus on fidelity of intervention paired with data collection. At tier three, once consent for an evaluation is obtained, the social worker uses the data collected as well as any standardized test they determine would inform the team to better meet the student’s need. At this point a social history is also gathered as part of the evaluation.

**What do we do with consents that are currently open or if consent for evaluation is obtained in the area of social/emotional/behavior and the social worker has not been involved?**

Consents that are currently open or obtained without involvement with the social worker will be complete through the school psychologist through observations and discussion with the general education team. If a social/emotional/behavioral need is determined, then the need could be met through development of a goal, accommodations, modifications, functional behavior assessment and corresponding behavior intervention plan or supplemental aides and services. The need can be met through special education services in conjunction with one of the previous mentioned.

**How does this apply for students in the SIT process?**

As teachers submit requests for problem-solving through the SIT process, the social worker can be involved if a need is identified in the area of social, emotional or behavior needs. The social worker will use the same tiered approach in meeting students’ needs in the SIT process.

**What happens if a case manager is working with a student who has counseling services and needs more support?**

The case manager should contact the social worker assigned as a consult for that building. The social worker will work with the teacher and team to not only support the student, but build capacity with the team.

**When a social worker observes and gives feedback for a student for whom they are not a member of the IEP team do they have to get permission?**

Yes. A permission form should be sent to the parent in conjunction with communication with he parent or educational decision maker. This is not consent for evaluation; rather, consent to potentially observe, give feedback, or see the student in a small group or individual setting.

**For what age student do these changes apply?**

The changes in social work eligibility and delivery of service apply to all students in grades pre –k through 8th grade. Services at the high school level through age 21 will continue with the previous model.

**Why is this change being made?**

School Social Work Association of America recommends guidelines for student-to- professional ratios. High ratios, especially when working in high poverty communities and schools, restrict the ability of social workers to devote time to the three practices identified as part of the School Social Work Practice Model. Those include: (1) provide evidence-based education, behavior, and mental health services; (2) promote a school climate and culture conducive to student leaning and teaching excellence; and (3) maximize access to school-based and community-based resources. All of these practices are woven into the revised eligibility procedures for social work services. The changes are being made with the intention of improving academic and behavioral outcomes for students.