

ADMINISTRATIVE RULES
DEPARTMENT OF EDUCATION
SUPERINTENDENT OF PUBLIC INSTRUCTION
SCHOOL SOCIAL WORKER

Filed with the Secretary of State on October 18, 2011

These rules take effect immediately upon filing with the Secretary of State unless adopted under sections 33, 34, 45a(6), or 48 of 1969 PA 306. Rules adopted under these sections become effective 7 days after filing with the Secretary of State.

(By the authority conferred on the superintendent of public instruction by sections 6, 1701 and 1703 of 1976 PA 451, MCL 380.6, MCL 380.1701 and MCL 380.1703, and Executive Reorganization Order Nos. 1996-6 and 1996-7, MCL 388.993 and MCL 388.994).

R 340.1011, R 340.1012, R 340.1013, R 340.1014, R 340.1015, R 340.1016, and R 340.1017 of the Michigan Administrative Code are amended as follows.

R 340.1011 Role of school social worker.

Rule 1. A school social worker may function in any of the following roles:

- (a) Provide individual and group counseling to students and their families in need of assistance utilizing an ecological framework addressing variations in development and learning, as well as reciprocal influences of home, school, and community.
- (b) Provide consultation, collaboration, and advisement services to students, their family members and school staff regarding students' social, emotional, and behavioral status impacting learning, development, mental health, and school success. Encourage developmentally appropriate student self-determination and self-advocacy.
- (c) Implement school social work services within a multi-tiered intervention model for programs and services.
- (d) Provide instruction, modeling, and coaching to students, parents, and school staff in the implementation of effective behavior intervention strategies and techniques. Provide ongoing guidance and training services to parents and school staff on topics pertinent to the development, mental health, and learning needs of students.
- (e) Provide liaison, coordination, and case management services with schools, families, community agencies, and other resources to influence positive school outcomes for students.
- (f) Develop functional behavior assessments and behavior intervention plans to facilitate successful learning and socialization opportunities. Provide services and disseminate information to encourage school-wide positive behavior supports.
- (g) Identify and coordinate accommodations and modifications of school environment for a student to obtain access to general education curriculum and instruction.
- (h) Provide support to facilitate successful transitions in areas that affect students' learning opportunities.
- (i) Provide crisis prevention, planning, and intervention services, including assessments of the impact of trauma on development, learning, and school performance.
- (j) Provide comprehensive written reports of assessments and evaluations of students that specifically address the reasons for referral. Utilize multiple methods of collecting data, and provide appropriate measurable goals for intervention and anticipated outcomes from service.
- (k) Provide and interpret assessments and evaluations to determine eligibility for special education, and identify needs for programs and services.
- (l) Utilize home and community settings, as appropriate, to collect assessment information,

collaborate with parents, and provide interventions.

(m) Collaborate with parents, multidisciplinary evaluation team members, school administrators, and other community agencies to develop an accurate understanding of a student's disability, the impact of the disability on students' educational performance, and provide information regarding whether behaviors and school performance are attributable to manifestations of the disability.

(n) Conduct needs assessments and advocate for policies, programs, and services to meet educational and mental health needs of all students, and to support safe school climates conducive to learning.

(o) Identify issues that may interfere with student development, learning, and school success.

(p) Identify and work to prevent bias, prejudice, discrimination, and oppression that interfere with individual rights in the educational process.

(q) Ensure that prevention, assessment, evaluation, and intervention services are sensitive to the diverse needs of the student's multi-cultural differences.

(r) Consult, collaborate, and supervise school social work students and colleagues.

R 340.1012 Qualifications of school social worker.

Rule 2. (1) For temporary approval, a school social worker shall meet all of the following:

(a) A master's degree from a graduate school of social work program.

(b) Completion of an approved graduate school social work program.

(c) A minimum of a 500-clock-hour supervised social work practicum completed through the process of earning a master's degree in social work and completing a program for school social worker approval.

(2) Temporary approval shall be granted to a school social worker for the initial year of service.

(3) For full approval, a school social worker shall possess the following minimum qualifications:

(a) Temporary approval as a school social worker.

(b) Written documentation from the employing school district of satisfactory completion of 1 year as a temporary approved school social worker working with direction from a fully approved school social worker.

(4) A previously approved school social worker who has not been employed by a public school in Michigan for 5 or more consecutive years shall seek recommendation from a Michigan institution of higher education to obtain reapproval from the department of education as a condition of reemployment.

R 340.1013 Approval of training program.

Rule 3. A school social work training program maintained by an institution of higher education in this state shall be approved by the department of education. An approved program shall be in compliance with the competency requirements under R 340.1014.

R 340.1014 Competencies of school social worker.

Rule 4. (1) A candidate seeking school social worker approval shall possess all of the following competencies:

(a) Knowledge of theoretical foundations and history of the school social work profession and service delivery.

(b) Knowledge of legal and ethical standards necessary for social work practice in school settings.

(c) Knowledge of federal and state special education laws and other legal aspects of the role of the school social worker.

(d) Knowledge of organizational components and structural dynamics of public school agencies at local, state, and national levels, as well as identification of methods useful to analyze and influence these in order to maximize student success.

(e) Knowledge of other professional educational roles to promote successful collaboration.

(f) Knowledge of a broad range of experiences, personal characteristics, and background variables that influence student learning and development, including the reciprocal and diverse influences of home, school, and community.

- (g) Knowledge and skills for identifying factors that enhance strengths, resilience, and protection from adversity, and that diminish educational and developmental risks.
- (h) Knowledge and skills to provide crisis prevention, planning, and intervention services, and the impact of trauma on development, learning, and school performance.
- (i) Knowledge and skills to promote positive behavior supports for individuals and schoolwide programs.
- (j) Knowledge and skills in development of behavior intervention plans collaboratively with family members, educational staff, and outside resources, personnel, and agencies.
- (k) Knowledge and skills in mediation, conflict resolution, and collaborative problem-solving models.
- (l) Knowledge and skills in comprehensive and systematic assessment and evaluation.
- (m) Knowledge and skills in effective written communication of the assessment and evaluation results that include educationally relevant recommendations and, where appropriate, measurable goals and anticipated outcomes from service delivery.
- (n) Knowledge of normative expectations for infant, child, adolescent, and young adult emotional, behavioral, social, cultural, communicative, cognitive, learning, and physical development.
- (o) Knowledge regarding similarities and differences between clinically-based definitions of psychiatric disorders and educational disabilities.
- (p) Knowledge and skills to evaluate effectiveness of programs and services and modify these based upon individual student need.
- (q) Knowledge and skills for locating, selecting, and applying empirically-supported, evidence-based prevention and intervention methods appropriate for use with individuals, groups, families, school personnel, and communities to enhance student learning, development, and school success.
- (r) Knowledge and skills to facilitate and coordinate student access to medical, health, mental health, social services, and other community resources, and to promote collaboration among school personnel and other community agencies.
- (s) Ability to verbally communicate in terms understandable to students, parents, school staff, and agencies.
- (t) Awareness of curriculum, teaching theories, and methodologies.

R 340.1015 Out-of-state applicants.

- Rule 5. (1) An applicant for temporary approval as a school social worker who has been educated in an accredited school of social work in another state shall present evidence of having fulfilled all of the requirements established for applicants who have been educated at a Michigan college or university approved by the department of education.
- (2) Temporary approval as a school social worker may be granted to an applicant from another state who presents evidence of graduation from an institution of higher education in the area of school social work.
- (3) Full approval will be granted in accordance with R 340.1012(3).

R 340.1016 Presently employed school social worker.

Rule 6. A person employed by a school district and fully approved as a school social worker on the effective date of these rules shall retain full approval status.

R 340.1017 Use of title "school social worker."

Rule 7. Only those persons approved by the department of education as school social workers, in accordance with these rules, shall use that title.