Wisconsin Content Guidelines for
School Social Worker (50) Licensure Programs
Pupil Services Category

The School Social Worker will demonstrate knowledge of and skill in:

1. Social welfare and educational policy, including:
   - History of education, social work and human services systems.
   - Role of policy at local, state and national levels in education and school social work practice.
   - Process of policy formation and implementation and its impact on student and family systems, schools, organizations and communities.
   - Use of policy practice to analyze, influence and advocate.
   - State and federal laws related to school social work practice, such as education, child welfare, mental health and juvenile justice.

2. Social work values and ethics, including:
   - Mission of public education.
   - Mission of school social work to insure student learning, educational equity and social justice for every student by reducing or eliminating the social, economic, and environmental barriers.
   - Demonstration and promotion of the values of the profession as delineated in the NASW Code of Ethics.
   - Professional school social work and pupil services standards.
   - Ability to use an ethical decision-making model to guide practice.
   - Ability to practice as an autonomous social worker in keeping with the values and ethics of the profession.

3. Social and economic justice and populations at risk,* including:
   - Understanding risk/resiliency factors for populations at risk.*
   - Understanding the dynamics of risk factors for school failure and the strategies to address them.
   - Understanding how group membership and various forms of oppression affect access to resources and educational opportunities.
   - Strategies to combat discrimination, oppression, institutional racism and economic deprivation.
   - Advocacy for non-discriminatory social and economic systems.
   - Identification of inequities in access to school and community programs and services for children, youth and families.

4. Systematic assessment of individuals, families, schools, and community and their interactions, including:
   - Students' physical, cognitive, social and emotional development and family history.
   - Students' learning, behavior and attitudes in different settings, including formal assessment of adaptive skills, functional behavior, and responses to interventions.
   - Patterns of achievement and adjustment at critical points in students' growth and development.
   - Comprehensive assessment of students suspected of having disabilities related to IEPs and 504 plans.
   - Assessment and screening for barriers to learning such as substance abuse, mental illness and trauma.
   - Formal and informal policies of the school and other institutional factors that may affect students' behavior and learning.
   - Existence, accessibility, and utilization of community resources for students and families.

5. Effective prevention and intervention with individuals, families, schools and communities, including:
- Utilization of a strength-based approach to enhance students' capacities, with special phasis on students in populations at risk.*
- Design and implementation of practice strategies with persons from diverse backgrounds.
- Partnership with families and others to resolve challenges in the home, school and community.
- Counseling.
- Crisis intervention and other mental health services.
- Casework and case management.
- Group work.
- Classroom instruction.
- Consultation.
- Mediation and conflict resolution.
- Advocacy.
- Development of positive behavioral intervention strategies.
- Development of written plans of service for students, such as IEPs, BIPs, and 504 plans.
- Coordination of student transitions to/from community-based services and schools.
- Curriculum development.
- Program development and management.
- Provision of professional development and community education.
- Collaboration as leaders or members of interdisciplinary teams and community partnerships.
- Community organization, including mobilization of school and community resources.

6. Human behavior and social environment, including:
- Biological, psychological, and sociological variables affecting development, learning and educational achievement.
- Application of theoretical frameworks to understand the interaction among individuals and between individuals and social systems (families, groups, organizations and communities).

7. Diversity, including:
- Cultural factors in race, gender, ethnicity, sexual orientation and social class and how culture affects individual, family, group, organizational and community behavior.
- Understanding of and affirmation and respect for people from diverse backgrounds and recognition of diversity within and between groups.
- Development of trust, open communication, mutual respect and on-going collaboration with members of diverse populations.
- Ability to take cultural and other diversity factors into account in assessments and interventions.

8. Research, including:
- Qualitative and quantitative methodologies
- Use of practice literature and empirically-based knowledge in the areas of children, youth, families and schools to:
  - provide high-quality school social work services and educational interventions,
  - evaluate programs and services,
  - evaluate one's own practice,
  - initiate change, and
  - improve practice, policy, and programs.

*Populations at risk include, but are not limited to, children with disabilities, school age parents, homeless youth and families, students affected by mental health and AOD issues, GLBTQ students, abused and neglected students, students living in poverty, children of color, adjudicated and incarcerated youth, gifted and talented students, English-language learners, students whose families are in crisis, and other marginalized groups of students.