AN INVESTIGATION OF THE SCHOOL SOCIAL WORKER'S ROLE AS PERCEIVED BY HIGH SCHOOL PRINCIPALS IN THE PROVINCE OF NEWFOUNDLAND AND LABRADOR

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AN INVESTIGATION OF THE SCHOOL SOCIAL WORKER'S ROLE AS PERCEIVED BY HIGH SCHOOL PRINCIPALS IN THE PROVINCE OF NEWFOUNDLAND AND LABRADOR

by

© Madonna Dean Simms, B.A.

A Thesis submitted in partial fulfillment
of the requirements for the degree of
Master of Social Work

School of Social Work
Memorial University of Newfoundland

February 1985

St. John's Newfoundland

Abstract

This quantitative descriptive study reports data describing the role of the school social worker as perceived by educators employed in the public school system in the province of Newfoundland and Labrador. The study sample was composed of 80 high school principals representing the three major school board denominations in the province. Data were collected by means of a mailed, self-administered structured questionnaire over a 12-week period from November 1, 1983 to January 1, 1984.

The specific research questions posed by the study were:

1) What is the relative importance high school principals attribute to a range of specialized tasks representative of the activities of a school social worker?

2) Which tasks, or clusters of tasks are considered most important for social work involvement?

3) To what extent are high school principals currently utilizing community social work services?

4) What is the degree of satisfaction experienced in contacts with community social work services?

5) To what extent do the variables of age, level of professional education, work experience, school board

denomination, and school size influence the response to the school social worker's role?

Analysis of the data revealed a relatively homogeneous sample--predominately male (80%)--with a mean age of 40 years and education at the master's or bachelor's level. The homogeneity of the sample and the consistency and agreement in their view of the school social worker's role was borne out in the reliability testing of the instrument which indicated an overall coefficient alpha of $\alpha = .98$, and the sub-group analysis which indicated length of time employed in the school system as the single variable affecting the perception of social work tasks.

The majority of respondents (86.3%) reported contacts with community social workers on behalf of students. On a 5-point scale of satisfaction a mean of $\bar{X} = 3.36$ was reported. A high level of positive endorsement of school social work tasks was indicated. On a 4-point scale a grand mean of $\bar{X} = 3.32$ was reported in relation to task importance while on a scale of 0-1 a grand mean of $\bar{X} = .77$ was reported in relation to task involvement. Overall, study results suggested that a school social work practice model which emphasized home/school/community liaison and incorporated tasks relating to coordination of services, consultation and facilitation would be perceived as meeting the requests of the population sampled for social work services.

Acknowledgements

I wish to express my sincere appreciation to my thesis supervisors, Professor Gale Burford and Dr. Michael Holosko for their encouragement, continuous support and guidance throughout this research project.

I would also like to thank the School of Graduate Studies, Memorial University of Newfoundland, for financial assistance in the form of a two-year student fellowship which enabled me to pursue full-time graduate studies.

I am indebted to all school board superintendents for their support of the study and to the school principals who provided me with the data.

I thank my friends and co-students, Susan McConnell, Jill French, Audrey Hurley, Carmen Cameron, and Rick Morris who shared my concerns and provided much needed support, humor and encouragement.

My appreciation and thanks also to Mary Lawlor for her skill in typing and organizing this report, and Craig Slaney of M.U.N. Computer Services for his assistance and expertise.

To Don, my husband, whose patience is boundless, and to my sons, Paul and Robert, who were happy to support a mother in the midst of completing a thesis, thank you. To my family this study is dedicated.

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Introduction

The forces affecting the growth of children in the home and community and therefore their learning are many and dynamic. New lifestyles; the increase in the number of single, divorced, or unmarried parents and reconstituted families; working mothers; and greater social mobility have created new needs among members of all social classes in the 1980's. Many of the traditional supports that existed through extended families, cohesive neighbourhoods, strong religious affiliations and integrated communities no longer exist.

The effects of increasing depersonalization and bureaucratization are reflected in the public school system by the high dropout rate, absenteeism, vandalism, drug and alcohol use, poor motivation, underachievement; and by the large numbers of children who do not learn, who graduate from high school poorly prepared for an effective transition either to higher education or employment.

Changing social conditions have made it essential for schools to assume, more formally, a larger responsibility for the socialization of children and for developing competencies to meet the everyday tasks of living. This responsibility has long been recognized as part of the mandate of the public school system.

Indeed, much of the mandate of education is a commitment towards helping the student prepare for life and adjust normally to his environment (Bloom, 1976; Cremin, 1961; Dewey, 1916; Radin, 1975). This responsibility is reflected in the official statement outlining the aims of public education for Newfoundland and Labrador (see Appendix A). Of equal importance with the academic skills are the social and life-coping skills which children learn in relation to the process of entering school, the educational curricula, and the social interaction among peers and adults.

Historically, schools have responded to changing needs. The recent expansion of services, in the public schools, in Newfoundland indicates an increased awareness of the mandate of public education. The addition of guidance personnel; the development of a more specialized curricula; the provision of equal educational opportunities for handicapped students; the increase in the number of specialized school personnel (e.g., speech therapists, psychologists, and educational therapists; more highly qualified teachers and administrators); and increased parent involvement reflect this awareness and a response to the needs of a society in transition.

As changes have taken place in the school system the professions of education and social work have become more closely aligned. Schools are increasingly inter-

acting with social institutions and social agencies in the community on behalf of students. The relationship between social work and education has existed in the United States since the turn of the century. The first school social workers were attached to the New York city schools in 1906 (Costin, 1969). In Canada, all provinces except Quebec, New Brunswick, and Newfoundland employ school social workers (Curtis, 1979). Clearly, the myriad of social problems such as drug abuse, poverty, delinquency, mental illness, child abuse and family dysfunction which impact upon the school indicate a need for some kind of social work component.

It is inevitable that continued growth in the public school system in Newfoundland will generate a further expansion of social services. Lorti (1965) has argued that the continued development of counselling services is crucial in the construction of a more specialized rational order in the public school--a kind of order which will be more and more necessary in the years ahead. The Newfoundland Royal Commission on Education and Youth (1968) and the Newfoundland Task Force on Education (1979) both stressed the need for additional counselling services in the province's schools. The addition of those services will be more effective if studied and developed in relation to identified school social service needs.

Problem Statement

While there is strong agreement on the need for a social work component in the public school system, there is no consensus on the form it should take or what the social worker should do. Failure to define the social work role is shared by social workers and other professionals in the system, such as teachers, principals, board superintendents and specialists (Costin, 19691 Flynn, 1976; Lambert & Mullaly, 1982; Mears, 1977). Schools lack clearly defined tasks for their social workers, and there exists incongruencies among school personnel in their expectations and understanding of the social work role (Alderson, 1972; Brown, 1967; Carroll, 1980; Flynn & Gooding, 1979; Johnson, 1962; Williams, 1969).

Confusion and conflict around the school social worker's role arises from several factors. The varying historical roots have resulted in a great diversity in the role, function and purpose (Alderson, 1972; Costin, 1969; Radin, 1975). The role of the school social worker varies also with the community milieu and socioeconomic level of the area in which the school is located (Gitterman, 1976; Grala & McCauley, 1976; Moss, 1976). The social worker shapes the practice to meet the needs and possibilities of the actual situation, the school and the community environment. The practice of one social worker may emphasize resource development and teamwork facilitation,

while another may emphasize the individual treatment model.

Adding to the uncertainty about the role and function of the school social worker is the change over the past 10 years in the tasks the worker performs. Although the major change has been a movement away from a direct clinical treatment of the pupil to a model which includes emphasis on prevention, consultation and structural change, its implementation has been uneven (Alderson & Krishef, 1973; Gander, 1980; Lambert & Mullaly, 1982; Mears, 1977). The confusion in tasks assigned to the school social worker stems partly from the unresolved issue of whether the worker is to help the child adapt to the environment or expected to modify the environment to meet the special needs of the child (Peltier, 1979; Wadsworth, 1971).

The practice of school social work is undertaken in a host environment which has its own mandates and expectations, its own constellation of knowledge, values and methods. The social worker is employed primarily as a person who can help facilitate the educational process (Constable, 1979; Costin, 1969; Johnson, 1962; Sarvis & Pennekamp, 1970; Smalley, 1956). Confusion and conflict over the role of the social worker arises from the orientational differences between the two professions--social work and education. The literature suggests that

the social worker's role in the school has never been fully realized. One of the major hypothesis advanced is that the barrier is located somewhere within the inter-professional relationship of the educator and the social worker (Altmeyer, 1956; Carroll, 1980; Erwin et al., 1957; Flynn, 1976). As a partial remedy to this, greater communication and collaborative working relationships between social workers and educators is urged. The need for a reciprocal relationship of respect and understanding between the professions of social work and education is stressed (Costin, 1969; Jankovic, 1979; Michals, Cournoyer, & Pinner, 1979; Musgrave, 1975).

The practice of school social work is based on the interrelationship of problems and goals between the public school and the institution of social work. In order to enter into a collaborative working relationship, social worker and educator need to have a set of organized expectations of self-roles and statuses and expectations of the role and status of the other person. Role conflict and incongruency occur when a worker is asked to perform tasks that are not in keeping with the concept of professional role the worker holds, or given a status that differs from the worker's perception of it.

Alderson (1972) reported that school social workers, in their daily practice, have found large areas of misunderstanding and misinterpretation of the role,

purposes and functions of the school social worker, on the part of educators. Similarly, educators have been concerned by the lack of understanding on the part of social workers of the public schools' purposes and functions.

In the light of prevailing role ambiguity, several studies have been carried out to identify the tasks that are now part of the school social worker's role, and to determine the importance practitioners attribute to certain tasks for the attainment of social work goals within a school system (Alderson & Krishef, 1973; Costin, 1969; Lambert & Mullaly, 1982; Mears, 1977; Timberlake, Sabatino & Hooper, 1982). Further research, aimed at clarifying the importance assigned to school social work tasks by significant others in the school system (e.g., teachers, principals, school boards) has been recommended (Costin, 1969; Flynn, 1976; Lambert & Mullaly, 1982).

The purpose of the present study is to examine the school social worker's role from the educator's perspective. The research strategy is a quantitative-descriptive investigation directed at determining the importance educators attribute to social work tasks for the attainment of educational goals in the school system. The data collection instrument consists of a questionnaire containing a list of 97 tasks representative of the role

and activities of the school social worker. A selected sample of high school principals in the province of Newfoundland and Labrador will be asked to rate each task according to 1) its importance for the attainment of educational goals; and, 2) its importance for social work involvement. In addition, certain demographic data (e.g., age, education, school age, school board denomination, etc.) will be analyzed as they relate to the major purposes of the study.

Rationale

There are several reasons why this topic is relevant for study:

First, there is a paucity of literature and research in the area of school social work. Costin (1982) has suggested that too few social work faculty or practitioners are involved in systematic investigation of research problems that could add to the special knowledge relevant to school social work. This compares unfavourably with other specialized fields of practice, such as mental health, child welfare or corrections. Most of the literature relating to the role of the school social worker is based on impressions and ideas taken from the various writers' experiences and observations, and from social work practitioners' attempts to clarify their role. There is an absence of literature and research on

how other persons in the school system view the social worker's role. Given the fact that the social worker's function is inextricably tied to the education institution, research focusing on this perspective is relevant.

Secondly, this study relates to a timely issue. To the writer's knowledge there has been no study, in the province of Newfoundland, relating to the function of the school social worker. Although there are no social workers employed in the schools, Memorial University's School of Social Work has been using the schools as a field practicum setting for fourth and fifth year students since 1978 and has placed a total of 37 students. Recent changes in the public education system indicate that social workers and educators are becoming more closely aligned. As schools increasingly develop programs to alleviate the problems of the economically, socially or culturally deprived child, the possibility of the establishment of social work services within the school system is probable.

An assumption of this study is that the role of the social worker cannot be arbitrarily established but must be joined to the needs and requests of the educational system for services. Carroll (1980) has predicted that the growth of social work services in the schools will be directly related to the degree the educator is involved in their delivery. Costin (1972) has emphasized that as

social workers seek to establish a base for their services within a school, they must approach school administrators and principals more systematically, and in a spirit of partnership seek to establish a contract for services. This study can be seen as a first step in involving educators in a systematic investigation relating to social work services in the schools in Newfoundland.

Finally, the results of the study may have direct planning and policy implications for placement of social work students, or for implementation of social work services in the schools of this province. Anderson (1974) has reported that school social work services have been established with fewer problems when preliminary work has been carried out with educators around interpretation of the school social worker's role, and when the school's readiness for service has been determined before a program has been established.

The Concepts

The following major concepts are utilized in the study:

Province: The word 'province' will be used to refer to the province of Newfoundland and Labrador.

Public School: A school operated by a school board and receiving grants, from the public funds of the province, provided for education.

Principal: The person in the school who is assigned to supervise the staff and other personnel. Duties are performed as outlined in the School's Act or as determined by the school board.

School Board: The body responsible for administering the day-to-day operation and organization of schools within a defined district.

School Board Superintendent: The individual employed by the school board to act as its chief executive officer.

High School Student: Any person who is enrolled in and attending 'junior' (grades 7, 8, 9) or 'senior' (grades 10, 11, 12) high schools in the province.

High School Teacher: Any person employed by a school board to instruct students in a high school in the province.

School Social Worker: A person who holds a Master's degree or a Bachelor's degree in social work from an accredited school of social work, and who is employed by a school board to fill a designated school social work position.

Review of the Literature

A historical review of the growth and development of school social work services is presented as part of this study. The purposes of this review are: 1) to provide an understanding of the origins, growth, and development of the social work-education relationship; 2) to identify the major influences, changes in service focus, and social work tasks as they have evolved; 3) to highlight the major research studies pertaining to school social work services; and, 4) to examine current trends in school social work practice. The second section of the literature review examines some of the complexities of adapting a social work practice to the school setting.

Early Development of School Social Work (1906-1940)

The origins of social work services in the schools can be traced to the rapid growth of two major developments which dominated social reform in the late 19th century. These were the rise of the Charity Organization Society and the influences of the settlement movement on urban centers. The Charity Organization Society advanced the fundamental concepts of individualization, personal service, preventive philanthropy, community education, and interagency cooperation. A significant contribution was the concept of the friendly visitor, which school social work adopted and translated into the visiting teacher program (Lewis, 1973). The settlement movement sought to change inadequate living conditions through social and political action, community organization, and by systematically gathering social and economic data in urban communities. Attention was focused on the importance of the physical and social environment on people's lives, their general functioning and their behaviour (Davis, 1973). Both movements contributed ideas and values which were incorporated into the school social work movement. The settlement house tradition emphasized concrete changes in the conditions to which people were exposed, while the Charity Organization Society influenced a more individualized casework approach to service. Constable (1979) has suggested that the contrasting

styles of school social work practice which later emerged, reflect the dichotomy of the philosophies of practice advanced by these two major movements.

Costin (1969), in a historical account, described school social work as beginning simultaneously but independently in three cities: New York, Boston, and Hartford during the school year 1906. These developments originated outside the school system and were funded by private agencies and civic organizations. It was not until 1914 that a board of education first initiated and financed a visiting teacher program in Rochester, New York. This was done in recognition of the fact that

> in the environment of the child, outside of the school are to be found forces which will often thwart the school in its endeavors. The appointment of the visiting teacher is an attempt, on the part of the school, to meet its responsibility for the whole welfare of the child and to secure maximum cooperation between the home and the school (Oppenheimer, 1924, p. 5).

By 1921, school social work services were supported by boards of education rather than private agencies. Important influences in the early development of school social work were:

1) Compulsory education: The compulsory school attendance statutes were often circumvented by parents who wished their children to work to supplement inadequate adult wages, and by factory owners who wished to use the cheap labour of children. The lack of effective enforce-

ment of school attendance laws led to Abbott and Breckinridge's (1917) study on non-attendance problems in the Chicago schools. This study supported the need for school attendance officers who understood the social problems of the community and their effects on school attendance.

2) Attention to individual differences: New knowledge about individual differences among children and their capacity to respond to improved conditions encouraged school personnel to look to other fields for understanding these differences. School social workers contributed by providing teachers with information concerning the child's life, the social forces which affect the education process, and the child's ability to use educational opportunities (Costin, 1969; Radin, 1975).

3) Concern for the relevancy of education: Social workers of the early twentieth century were aware of the strategic place of school and education in the lives of children. Sophonisba Breckinridge, addressing the National Education in 1914 stated:

> To the social worker the school appears as an instrument of almost unlimited possibilities, not only for passing on to the next generation the culture and wisdom of the past, but for testing present social relationships and for securing improvement in social conditions (Costin, 1969, p. 441).

Her plea was for a closer study of failures in the schools

and for a more effective use of the school's opportunity for contacts with families in the community.

Early definition of the school social worker's role. In 1916, Jane Culbert defined the role of the school social worker as follows:

> Interpreting to the school the child's out-of-school life, supplementing the teacher's knowledge of the child . . . so that she may be able to teach the whole child . . . assisting the school to know the life of a neighbourhood . . . interpreting to parents the demands of the school and explaining the peculiar difficulties and needs of the child (p. 595).

In 1924, Oppenheimer carried out a study to obtain a more detailed list of tasks than that outlined in the 1916 definition of practice. The study involved an analysis of 300 case reports of visiting teachers, leading to the establishment of 32 core functions of the visiting teacher's role. When these tasks were grouped into school social work activities, five areas of service were defined: 1) assistance to parents in the use of community resources; 2) interpretation to parents of their child's problem and recommendation for change; 3) interpretation to school personnel relevant information about the child and his environment; 4) intervention on behalf of a child in changing adverse school conditions; and, 5) assistance to school administrators in reorganization of school practices and procedures. Tasks

involving a one-to-one ongoing relationship between a visiting teacher and an individual child to help with personal problems were not identified in the study. Clearly, the principle focus for school social work was the school-home-community liaison.

The introduction of individual casework. The early 1920's marked the beginning of a new kind of therapeutic role for the school social worker. Largely in response to the mental hygiene movement, there was an increasing emphasis on individual casework. In 1923, Taft wrote:

> The only practical and effective way to increase the mental health of a nation is through its school system. Homes are too inaccessible. The school has the time of the child and the power to do the job. It is for us who represent mental hygiene and its application, through social case-work, to help the school and the teacher (p. 398).

The development of social work services was retarded during the depression of the 1930's, as were social service programs generally. Services provided by visiting teachers were abolished or seriously cut back in volume (Areson, 1933). During the 1940's until at least 1960, largely in response to psychoanalytic theory, clinical casework became the primary mode of social work. The prestige of clinical practice was enhanced by the passage of the National Health Act of 1946, and the subsequent support for psychiatric social work training

in schools of social work (Kendall, 1982).

The school social work literature of this period reflects unanimity of views on practice and a transition from the earlier focus on school, neighbourhood, and social conditions, to a clinical orientation in relation to the personality needs of the individual child. Smalley (1947) described the role as being a "specialized form of social casework, a method of helping individual children use what the school offers" (p. 51). Bowers (1959) described this casework as "an art in which knowledge of the science of human relations and skill in relationships are used to mobilize the capacities of the individual" (p. 417). Hurihan (1952), in a study of the responsibilities of the visiting teacher, recommended limiting work to "those duties and responsibilities which are related to assisting individual emotionally maladjusted children" (p. 165). In 1953, Sikkema conducted a study of the types of cases most frequently referred to the school social worker. The results revealed that in all communities examined, referrals stemmed from behaviour or personality problems. This contrasted with the 1924 Oppenheimer study which indicated home-school-community liaison as the major function of the social worker.

Although the emphasis of this period was on casework with the child, social workers recognized that this approach relied upon effective communication with

others involved with the child. Auerback (1959), Braunstein (1959), and Colteryhan (1950) separately identified the need to help parents use community resources and social agencies appropriately. Willie (1959) stressed the importance of school personnel involving protection agencies in cases where children were suffering from parental neglect. Taber (1959), Milner (1959), and Vaughn (1959) discussed the resolution of problems of school attendance and school phobia as part of school social work tasks. Sikkema (1949) pointed out the necessity of social workers being skillful in consultation with teachers, and in collaboration with other school personnel if their efforts were to succeed. Sikkema urged particularly the establishment of teamwork relationships in the schools. She felt, along with Poole (1959) and Nebo (1959), that school social workers should become members of a school faculty where they would be in a position to influence the school administrator and the development of relevant policies.

The literature of this period was descriptive for the most part, relying on selected case examples to portray successful work with school children who were causing concern among school personnel because of symptoms ascribed to emotional maladjustment.

Changing Goals and Methods of School Social Work (1960-1970)

The early 1960's reflected a change on the part of social workers in the schools, in relation to goals, activities, and concern for the school as an institution attempting to meet social demands. The earlier emphasis on casework began to give way to experimentation with different methods of social work. The predominant focus of social work education during this period emphasized specialization by method (casework, group work, and community organization). Crowthers (1963), Hurihan (1969), Poole (1969), and Simon (1969) spoke strongly in support of school social workers using group work for parents and students, stressing the importance of understanding the individual and his behavior in relation to the group. Vinter and Sarri (1965) described the effective use of group work in dealing with such problems as drop-out, underachievement, and academic failure. They saw pupil malperformance as the result of "interaction between pupil characteristics and the school conditions" (p. 12). Hurihan (1969) and Lornell (1963) emphasized a broader kind of community work aimed at bringing the school community and the geographical community closer together.

The literature of this period is also characterized by a new awareness of the school as a social system

(Beck, 1965; Johnson, 1962). Street (1967) encouraged educators and social workers to cooperate more fully to bring about systems changes. Alderson (1969) and Willie (1969) discussed problems school social workers encounter in working within the school system. Other studies (Brown, 1967; Fisher, 1966; Rowan, 1965; Williams, 1969) investigated how others viewed the social worker's role, and the problem of role confusion and delineation among guidance professions.

The role confusion experienced by school social workers at this time reflected the controversy and conflict in the social work profession as practitioners and educators struggled to clearly define the role and function of social work. Conflicts experienced in host settings, such as the school, added support to the argument for specialization based on field of practice as opposed to specialization by method.

The most influential research study of this period was by Costin in 1968. Costin's specific research question was: What is the content of the functions of school social work, and the relative importance of its parts, as defined by professional school social workers?

The study results indicated that school social workers were defining their roles in terms of the literature of the 1940's and 1950's, with little consideration given to changes in the needs of the public

school or to new developments within the professional literature. Costin's findings revealed that school social work tasks could be structured into nine significant factors. In terms of importance, 368 school social workers in the United States had ranked these as: 1) casework services to the child and his parents; 2) caseload management; 3) interpreting school social work services; 4) clinical treatment of children with emotional problems; 5) liaison between the family and community agencies; 6) interpreting the child to the teacher; 7) educational counselling with the child and his parents; 8) leadership and policy-making; and, 9) personal service to the teacher (Costin, 1969).

The major contributions of Costin's study were to stimulate other research projects, to encourage debate concerning the role of social workers in the field of education, and to cause school social workers to critically examine established social work practices in terms of their relevance to the needs of the students, the schools and the community (Curtis, 1978).

New Roles and Models of School Social Work (1970-1983)

The early 1970's represented a period of general dissatisfaction with the operation of many human service organizations, including the public school (Kahn, 1969; 1972). The writings of Silberman (1970), Holt (1964),

and Kozol (1967) reflected concern about certain school conditions that impinged on children's well being.

Taber (1969) listed certain school practices that he identified as contributing to a lack of responsibility on the part of children and parents.

> 1. We tend to rob children of their individuality, their most precious possession.
>
> 2. Although we recognize the importance of adapting an educational program to individual needs, we still have a tendency to provide education on a mass production and assembly-line basis. Likewise we tend to establish a code of behaviour to which we expect the child to conform.
>
> 3. We have a tendency to sap the vigor of our children by substituting artificiality and inflexability for vital experience.
>
> 4. Our confusion and vacillation over discipline are contagious to children.
>
> 5. There are still too many schools in which parents and teachers have only a nodding acquaintance (p. 13).

The education literature of this period emphasized the powerful concept of humanism and the importance of inplanting it in the climate of the public schools. Greater attention was given to pupils' rights in relation to such matters as discipline, suspension and expulsion, curricular "tracking", placement into special education classes, and access to pupils' school records. In many communities parents demanded and gained greater participation in the policy decisions of their children's schools.

The number of alienated pupils and high school dropouts increased. The school's ability to teach fundamental skills to many children declined, especially those children whose lifestyles and language differed from the middle class orientation of the school (Mears, 1977; Radin, 1975). Legislation ensured an education for all handicapped children, in the least restrictive environment.

The demands created by the social upheaval of the 1970's extended a challenge that dominated the social work literature--the search for new and effective roles, away from the psychoanalytic clinical model. The most significant response was an explosion of practice theories, derived from the behavioral and social sciences and various branches of psychiatry.

Anderson (1972) highlighted the confusion that existed around the school social worker's role during this period.

> Another area of ongoing concern is the role of the school social worker. Is he primarily a highly skilled clinician within the school? Is he an attendance counsellor? Is he an institutional change agent?. Should he have primarily a community focus? Is he an ombudsman? (p. 58).

Anderson (1972), Kahn (1972), Marburger (1972) and Nuberl (1972) encouraged practitioners to make an effort to bring together current thinking and practices, to chart emerging developments, and experiment

responsibly with new approaches capable of meeting current needs.

The literature of the 1970's and early 1980's reflects several different approaches to practice. These include: the school change model; the community school model; an emphasis on prevention involving programs to meet the needs of specific groups of pupils; the development of a multidisciplinary team approach; the ecological approach; and an emphasis on integrating research and practice. A discussion of the different models and approaches follows:

The school change model. The early 1970's literature stressed the need for a systems change approach to school social work. Marburger (1972) chastised school social workers for their inadequate assessment of problems within the school community and emphasized the need for integrated multilateral strategies if greater effectiveness was to be achieved. Wassenich (1972) proposed the use of systems analysis to identify targets of change in the school system without depending on written referral processes. Willis and Willis (1972) identified specific strategies for changing school systems from within through generating administrative support. Kahn (1969; 1972), taking the issue a step further, demanded that school social workers commit themselves to behavioural and policy changes in the best interest of students. Wittes (1972)

focused on the positive use of conflict to change the school system. Sarri and Maple (1972) suggested that certain school practices and conditions contributed to pupil malperformance. The tone of these reports indicated that school social work practice was broadening its scope to analyzing problems within the school and suggesting specific approaches in response to contemporary problems confronting the school.

The school-community model. This model represented a return to the settlement house philosophy of the first school social workers in New York. Gottlieb and Gottlieb (1971) and Magiel (1974) suggested that the role of the school social worker should be one of a mediator between the school and the community. They viewed the social worker's role as helping to bridge the gap between the education practices of the school and the values and attitudes of the community. Programs such as preschool and daycare, orientation groups for parents and children to a new area, and groups encouraging parents to participate in the decision-making process of the school could be provided by linking the school and social agencies.

Gottlieb and Gottlieb (1971) also outlined the following factors which operated to maintain the predominant casework orientation:

1) Social workers are trained primarily in tertiary prevention, not oriented towards effecting systematic

changes.

2) The education institution demands that the social worker focus his major attention on the individual child.

3) The school social worker's theoretical training is based on the medical model. Therefore, social workers have a clinical concern about intrapsychic factors rather than a systems concern about environmental factors.

These authors and others (Constable, 1979; Mears, 1977; Skidmore & Thackeray, 1976) stressed the school social worker's need for additional knowledge of the organization of the school and the community, and new skills in initiating and maintaining an orderly and creative process of planned change in education. Costin (1975) continued to support the school-pupil-community model of school social work. She restated that tasks relating to the development of effective liaisons between school and community agencies should be given priority.

The school-community model reflected the themes of outreach to the disadvantaged, advocacy, preventative and self-help services, and community action programs which were emerging in the larger field of social work.

Interdisciplinary team model. The social work literature of the 1970's reflected a growing interest in interdisciplinary teamwork as an effective approach to providing social work services. In the schools, the joint efforts of various combinations of pupil personnel

staff (guidance counsellors, psychologists, social workers) with teachers, principals, and community representatives was reported as experiencing a high level of success (Walton, Reeves & Shannon, 1971).

Costin (1972) emphasized the need for practitioners to consider the multidisciplinary team approach. She identified the demands of teamwork as frequent and open communication between members; a viable reporting system; and a means for regular evaluation of goals, objectives, strategies and results.

Anderson (1974) outlined the following advantages of the team approach to service delivery in the schools: 1) makes available multiple professional resources in the problem-solving process; 2) enables a greater impact to be brought to bear upon the problem through collective judgement of the professional staff; 3) through direct and indirect strategies the team reaches a larger number of students and employs a greater number of intervention techniques; 4) provides better opportunities for the early identification of problems; 5) provides better opportunity to resolve problems related to the school system; and, 6) is able to develop supportive sanctions within the community and the school. Anderson also pointed to the need for school social workers to develop new skills in the areas of problem definition and relationship development.

The multidisciplinary team approach was further sanctioned by the Education for all Handicapped Children Act, PL 94-142, in 1975. The Act recommended a multidisciplinary approach to planning individual education programs and in the provision of related services (e.g., psychology, health, and social work). Breton (1979) and Cantoni (1969) emphasized the importance of including school personnel in a treatment program as part of a team approach.

Emphasis on prevention. The themes of primary prevention which emerged in 1970's school social work literature were identical to those emerging in the larger field of preventative social work, such as strengthening the natural interacting systems in which people live, and multifaceted approaches to prevention including intervention after or during changes, crises and transitions.

In 1975, Radin stated that "the practitioner who continues to treat the personal problems of a limited number of children on an individual basis may be as maladapted to the environment as a dinosaur" (p. 606). She encouraged social workers to look at variables hindering the development of many children; to deal with organizational factors, curriculum issues, classroom management problems and policy concerns. Costin (1975) encouraged practitioners to develop new models of school social work focusing on broader goals, directed towards

increasing educational opportunities for target groups of pupils. Gitterman (1977) voiced concern that professionals still tended to place the major responsibility for change upon the child. He urged a broader conception of professional function and purpose, emphasizing dual professional involvement with the school and the community, and also with the teacher and the student.

Prevention-oriented roles such as special education coordinator, community liaison worker, and system-wide change agent were envisioned for the school social worker (Del Genio, 1974; Ducharme & Starr, 1974; Johnson, 1974; Magill, 1974). There was also concern expressed that special means be developed to meet direct treatment needs of particular individuals or groups, such as hyperactive children, victims of child abuse, racial minorities, and economically disadvantaged (Bretion, 1978; Highfill & Anderson, 1975; Renstromi, 1976; West, 1978).

An ecological perspective. The ecological perspective of social work grew out of a definition of practice which suggested that social work's uniqueness lay in its location at the interface area where people's coping patterns interact with the qualities of their impinging environment (Bartlett, 1970; Gordon, 1969). The social worker's function, according to this definition, is to work in that interface area with the person, the

environment, or both in order to secure a better match between coping needs and environmental provisions. The school social work literature and research of the late 1970's and early 1980's reflects an application of this approach to practice.

Germain (1982) suggested that school social workers are in a unique position to fulfill this dual function of social work, since they are literally located at the interface area not only where the school and child transact, but where the family and school, and the community and school transact as well. She stated that the social worker is in a position to help child, parents and community develop social competencies, and at the same time help increase the school's responsiveness to the needs of children, parents and communities. Arevalo and Brown (1981) suggested that the ecological perspective follows a generalist approach which may use several methods such as casework, group work, and community organization in intervening and bringing about change. These authors, however, stressed the need for consultation and collaborative skills. Timberlake, Sabatino & Hooper (1982) supported this perspective and viewed it as an "umbrella conceptual framework under which many methods, techniques and skills would be given affirmation" (p. 71). Others (Constable, 1978; Germain, 1982; Monkman, 1982; Roskin, 1979) stated that preventative school social work

could be most effectively practiced in an ecological framework, since it builds on an understanding of practice which takes into account both macro system change and individual change. Brown (1982), Constable & Flynn (1982) and Mears (1981) argued that the school social worker must possess competencies in policy analysis and development, a theoretical and practical understanding of the education institution, and a detailed understanding of change processes in organizations and communities to effectively utilize the ecological approach.

Research studies on task analysis during the 1970's and early 1980's indicated that school social work practice had moved from the primarily clinical casework approach to a practice more representative of an ecological preventative approach.

In 1973, Anderson and Krishef replicated Costin's analysis of tasks with a sample of Florida school social workers. The study indicated that workers in this state tended to rank individual casework as less important than those in Costin's (1969) study. In this group leadership and policy-making were highly rated in importance.

In 1977, Mears asked a random sample of M.S.W.'s to rate 84 tasks in relation to their importance for attaining social work goals in the public school. The study results indicated that the conceptual framework had moved from an emphasis on casework and clinical factors

to an emphasis on facilitating home-school-community relations. Parr and Alstien (1979) and Timberlake, Sabatino and Hooper (1982) examined the services offered by school social workers and reported a trend away from clinical work to consultation with teachers. Lambert and Mullaly (1982) surveyed a sample of 105 school social workers in the Toronto Metropolitan area to determine the relative importance accorded a range of social work tasks. The study results indicated a further shift in focus. Importance was placed on tasks dealing with the child directly but it has been broadened to include tasks related to advocacy and systems change.

Integration of research and practice. Guidelines for federal programs, consumer concerns, budget cutbacks, and other factors led to an increasing demand for accountability of social work practice in the early 1980's. School social work literature reflected this trend.

Constable (1979) argued that the costs of declining enrollment, together with a widespread taxpayer's revolt, had placed pressures on the school administrators to eliminate what they considered nonessential services. He strongly suggested that the issue of accountability needed to be dealt with if school social work was to survive. Hancock (1982) suggested that more diligent recording of social work activities may be helpful in

assessing the quality of service, and also in defining to others what the range of social work functions are. Radin (1979) stated that more qualitative data that demonstrate the ways social work services enhance the education of the student were required. Mears (1981) encouraged individual workers to take measurement into consideration as part of the daily routine.

Research studies reflected an effort to meet the external demands for credibility and accountability through a more scientific approach to practice. Banchy and Carter (1979) and Schofield (1979) conducted studies to evaluate the effect on children of parent-directed treatment. Schofield compared parent training groups and reported significant gains in children's self-esteem scores when compared with a no-treatment control group. Banchy and Carter examined the results of a home-based parent education program which attempted to increase social and cognitive readiness skills in kindergarten and first grade children. Gains were reported; however, the study did not employ a control group for comparison.

Two studies (LeCroy & Goodwin, 1979; Polster & Pinkston, 1979) used time-series and single subject design in attempting to provide an efficient and effective treatment package for the school social worker. Michals, Cournoyer, and Pinner (1979) argued for educational goals in evaluating school social work practice and

selected absenteeism, tardiness, and grades as outcome measures in their study. Campbell (1978) conducted a similar study, examining the effects of social work practice through a variety of instruments, including the Tasks of Emotional Development Test, Children's Art, and Student Performance Objectives.

Other authors examined the implications of integrating practice and research. Steiner and Pastorello (1982) focused on the ethical issues confronting research related activities in the school. Weatherley (1982) offered practical guides to integrating practice and research. Jankovic and Michals (1982) discussed the barriers to and the resources for program and school social service evaluation. Banchy (1982) and Weiner (1982) also focused on program and staff evaluation.

Although research studies in school social work are few, the tone of the recent research and literature suggests that school social work practice is in step with parallel efforts in the social work field aimed at integrating practice and research.

Adapting Social Work Practice to the School Setting

The struggle to define school social work parallels the struggle in the social work profession to define social work practice. As a profession, social work has had a difficult time explaining what it is and

what it does. In a host setting such as the public school, these difficulties are compounded. The following section of the literature review examines some of the complexities of adapting a social work practice to the school setting.

Common values and goals of social work and education. The practice of social work which emerges in the school must be based on the interrelationship between the social work perspective--its knowledge, values and skills--and the problems, needs and mandates of the education system. Costin (1965) defined school social work as "an application of social work principles to the major purposes of the school" (p. 1238).

An examination of the broad basic goals and values of education and social work indicates a degree of congruence--"each embodies a set of liberating beliefs about human nature" (Street, 1967, p. 152). Altmeyer (1968) defined both education and social work as therapeutic processes with the identical aim of helping individuals lead effective lives. Johnson (1962) selected from the literature of the two professions the following three major ideas which she felt represented the commonality of their value base: 1) the individual and his power to grow and change; 2) the group and the social nature of conduct; and, 3) the community and the cooperative endeavour as an expression of democracy.

Radin (1975) identified the three major functions of education as: 1) the humanistic function of fostering the growth of each individual so as to fulfill his or her potential; 2) the socialization of children for future positions in society; and, 3) the perpetuation of the culture. These she related to the major goals of school social work: 1) to promote the maximum development of all children in the school, particularly those whose potential has been greatly unrealized; and, 2) to facilitate optimum preparation of students for future roles in society.

At this level of abstraction there is little difficulty in relating the overall values and objectives of the two professions. There are, however, certain basic problems which make for difficulties in interprofessional communications at a functional day-to-day level.

Problems related to practice in a host setting. One area of difficulty relates to the fact that school social work is undertaken in a host environment that is organized to promote and implement educational goals. Social workers are employed primarily to help facilitate the educational process. The role of the social worker is inextricably tied to the education institution (Carroll, 1980; Constable, 1982; Costin, 1965; Sarvis & Pennekamp, 1970).

Social workers coming into a school often feel that there is a gap between what they were trained to do and the demands of the setting (Constable, 1982; Mears, 1980). In a clinic or social agency the goal of the institution and the technical skill of the worker are usually congruent. In the public school, however, social workers find themselves working in a situation dictated by the mandates of public education rather than social welfare. Problems arise from the fact that the social worker is a specialist who brings into the organization competence for a specific task that supplements or improves the main-line job.

Dubin (1951) outlined the problems which a worker may experience in a situation such as this. These problems include: 1) the "trained incapacity" of the expert, i.e., his focus upon the importance of his speciality so that he fails to appreciate the total organization and his place in it; 2) his strong identification with fellow specialists or professionals which may hamper his identification with the work of colleagues in the organization; 3) his hesitancy to be flexible in adapting his skills in an unfamiliar situation that the organization may present to him; and, 4) his tendency to not recognize his own limits or respect the contributions of the non-specialist to the solution of a problem. Dubin further suggested that the specialist may feel that he is the

stranger, or outsider; that his point of view is not understood by the group with which he works; that he is regarded as not organically connected with the organization; and that he has only more general qualities in common with colleagues.

As a specialist in the school, the social worker has the responsibility of interpreting his role from a sound knowledge of his profession and in light of the needs and problems of the particular school system. Role conflict and confusion exist when a worker takes on a role not seen as needed by the system (Carroll, 1980; Flynn, 1976; Williams, 1969). For example, this could occur when a social worker with a strong clinical orientation attempts to change a school, which has primarily educational goals, into a type of treatment center for children.

Constable (1982) suggested that the relationship between the social work profession and education has been a tried and tested one, but one that has worked, given the realities that social workers have had to respect and help uphold the basic objectives set forth by those responsible for the education of children, as well as to educate the educators that their social work roles are necessary and visible. He also suggested that should school social work lose its connections with the broader mandates of the school and its populations, it would

quickly lose its place in the schools. Others, however, (Costin, 1970; Flynn, 1976; Flynn & Gooding, 1979; Mears, 1980) have cautioned school social workers against prostituting their professional status through attempts to gain acceptance, which in the long run dilutes their effectiveness and keeps them regulated to a subprofessional, non-social work role. The task of creating a balance between their social work identity and the education institution often may prove very difficult for social workers in the school.

Occupational and orientational differences. Meyer, Likwak and Warren (1968), in an examination of the occupational and orientational differences, concluded that certain factors operate to create conflict between educators and social workers. These factors may be summarized as:

1) The teacher deals directly with a group--20, 30, 40 or more--whereas the social worker often deals directly with a single individual. Although ideologically both social workers and teachers share an emphasis on individual worth, the one-to-one relationship between social worker and client might be expected to support this to a greater degree than it does the teacher facing a class of students.

2) The teacher works with children or adolescents where there is a clear status difference plus an important

mandate to inculcate knowledge. This mandate carries considerable backing for a one-way influence to change. For the social worker, the relationship with the student has considerably less cohesion built into it, the mandate for change is not a clear cut one, nor are the criteria for satisfactory change uniform. The teacher may feel a sense of responsibility for the outcome of teaching, while the social worker conceptualizes a 'shared responsibility' for outcome.

3) The social worker is often involved in promoting changes in interpersonal relationships and living conditions, whereas the teacher is concerned with transmitting a body of knowledge that does not necessarily assume the person or the environment must be changed. In fact, recognition of fixed personality attributes and capacities is often stressed (e.g., I.Q. and standardized tests). The structure of a small social agency, with which the social worker is often most familiar, may lend itself to policy and systems change. In the public school system, however, change may be viewed as more disruptive than supportive.

4) Through supervision, the social worker is in constant touch with a fellow professional, in something of a colleague-type relationship. In contrast, the teacher's relationship with the supervisor (usually the principal) is likely to be a more formal, hierarchical and evaluative one.

5) The ideology of social work recognizes the dependence of individuals on others and on surrounding conditions, whereas the tasks of the teacher and the work setting often encourage a sense that the person alone is responsible for determining his destiny.

Mears (1980) emphasized that the educator focuses on mastery of cognitive and affective skills and on the child's in-school performance. While the social work profession values these dynamics, its focus is broader in that it includes the family-school-community culture and the quality of interaction among these components.

Misunderstandings, personal anxieties and vested interests often create barriers to effective communication and cooperation between social worker and teacher. Johnson (1962) suggested that a teacher feels successful when children meet anticipated levels of educational achievement; the very presence of the social worker with a child who fails to live up to educational expectations may seem to represent failure of the school's program and the teacher's efforts. In addition to the ambivalent feelings on the part of the teacher, Hoyt (1969) suggested that social workers may have mixed feelings toward the public school. School days for the worker are rooted in sentiment, in good and bad memories. The worker may think of school and teachers as she remembers them from childhood, and at worst may harbour negative feelings toward

teachers as a result of unpleasant school experiences. Alderson (1969) focused on the following five stress areas associated with social work in the school: role images and expectations, problems of similarity and difference, position of exposure, fear of isolation, and sharing.

Complexities of the setting. In addition to the interprofessional conflicts, the complexity of the public school system poses certain disadvantages as a context for the delivery of social services. Waller (1959) emphasized that the structure of the public school is autocratic to some degree, and must be so in order to carry on its function. The sheer management of large numbers of students in the daily activities of living, eating, moving about, changing rooms and so on necessitates this. Middleman (1979) viewed the system as product-oriented, competition-centered, conflict-ridden, focused on interest groups, and turf-conscious. She emphasized the difficulties of "persuing goals which are person-oriented, geared to human and social well being, and of sharing responsibilities and vision among disciplines in such a system" (p. 49).

The field of education contains a variety of teaching methods and materials as well as ideologies concerning how children best learn and under what circumstances. Some schools give major emphasis to 'life adjustment' education which is less intellectual, less

specialized, and more personal and social than traditional education. Others stress intellectual training and subject matter as the essentials of education. Between these extremes, many schools take into account the total child and his interests as well as his need to learn facts and values.

Education, as a transmitter of culture, is often caught between holding on to old outmoded activity or to advancing new ideas which may be viewed with alarm. Standards of conduct in education are often a mixture of the old and the new views without clear-cut mandates to guide and control activities.

Because of the complexities and confusions inherent in both the fields of education and social work, the need for greater communication and collaboration has been stressed (Costin, 1975; Jankovic, 1979; Michals, Cournoyer & Pinner, 1979; Musgrave, 1975). Constable (1982) and Mears (1980) have argued for recognition of school social work as a specialized field of practice and have stressed the need for an identifiable curriculum for training at the graduate level. Both authors have suggested that although certain school social work tasks can be assigned (e.g., to the B.S.W. practitioner) these should be carried out under the close supervision of the M.S.W. school social worker.

Williams (1969), in a study related to school principals' perceptions of the social worker's role, reported that principals who had completed a course in social work were more receptive to the social worker's role. Pennekamp (1979) encouraged more universities to organize joint sponsorship of courses between departments of education and social work. Walker (1958) stressed that unless there is respect, appreciation and understanding for the other person's profession on the part of educators and social workers, constructive relationships will not be established.

Summary

The historical development of school social work reflects a continuous effort to respond to the emerging needs, problems, and social conditions at a specific time in history. Analysis of the literature indicates four major transitions: 1) the inception of school social work in the early 1900's as a home-community liaison, in response to compulsory education legislation, knowledge of individual differences and a concern for the relevancy of education; 2) the transition to an individualized casework approach in the 1940's, which developed from the earlier impact of the mental hygiene movement; 3) a shift in goals and methods of school social work in the 1960's and 1970's, resulting from its response to the new

problems and influences which emerged from the social upheaval of that period; and, 4) a move towards accountability and an effort to integrate practice and research, in response to the economic restraint of the late 1970's and early 1980's.

Although the implementation of school social work services has been uneven, the struggle to define school social work practice parallels the struggle within the profession to define social work practice.

Several conceptual models of practice have also been presented in the literature. The traditional clinical model focuses on the emotional and social problems which interfere with the student's educational process. The role of the school system is given minimal attention in solving the student's problem. The school-change model focuses on dynfunctional school system conditions which interfere with the student's educational development. The social worker treats the school system as client, with the goal of changing those conditions which hamper learning and adjustment. The community-school model focuses on the total community with the goal of developing community support for target groups of disadvantaged students. Here the social worker directs attention to the situation rather than to the personality. The multidisciplinary team model uses the differentiated skills of team members and approaches problem-solving in

a unified manner. This model focuses on developing the potential of persons in the school, usually in relation to carrying out the objectives of an individualized education program. The ecological model provides the basis for an understanding of the school social worker's role in the interface between pupil, parent, school and community and for primary prevention in the school.

Although there is agreement in the broad value base of social work and education, analysis of the literature indicates three major areas of difficulty related to adapting social work practice to the school setting: 1) problems related to practice in a host setting; 2) occupational and orientational differences in the professions of social work and education; and, 3) the complexities of the public school as an area for social work practice.

The literature acknowledges the need for a reciprocal relationship of respect and understanding between the two professions. Greater communication and collaboration between social work and education is urged.

Method

The Setting

The setting for the study is the province of Newfoundland and Labrador, Canada. The total population

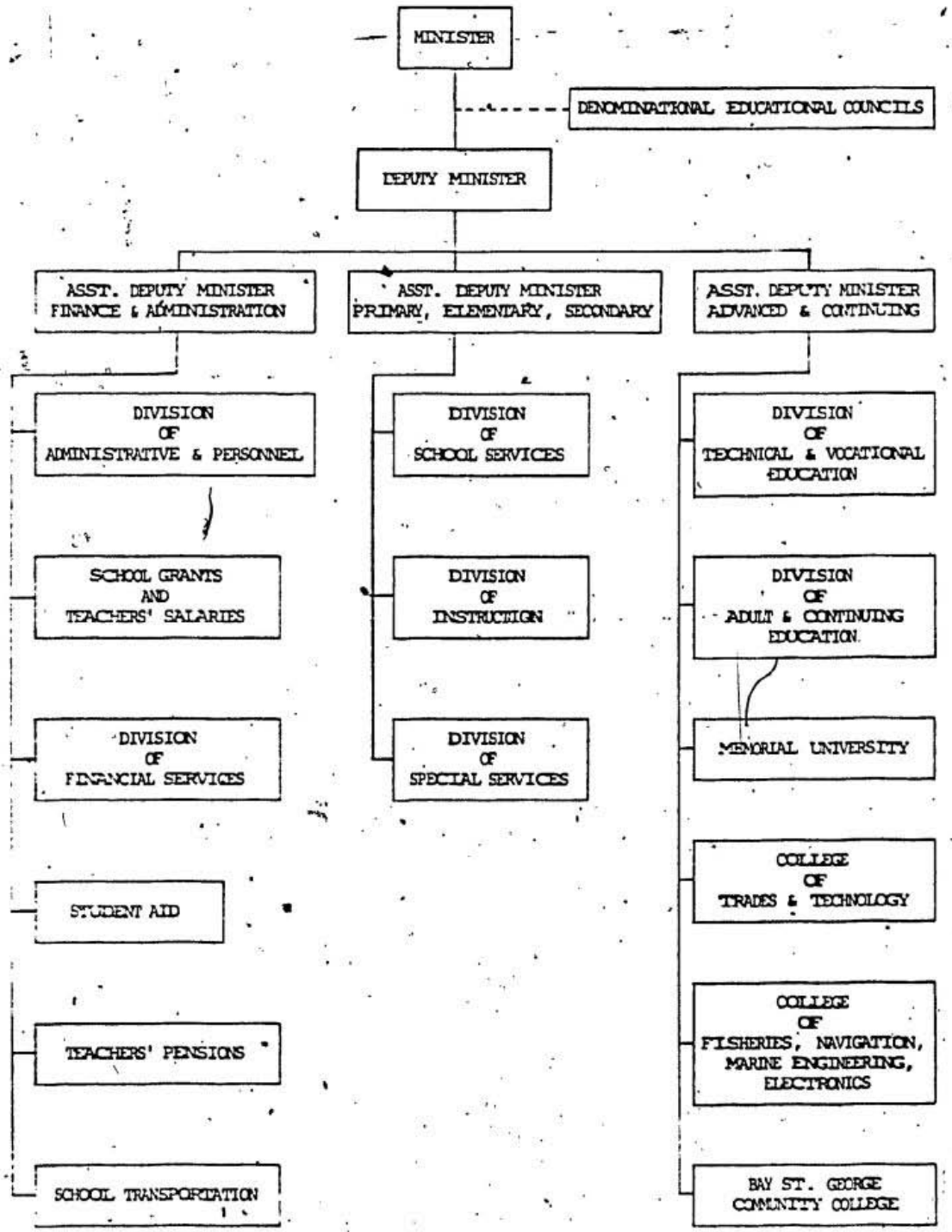
of the province in 1981 was 567,681; the total land area in square kilometers was 371,634.56; the population density per square kilometer was 1.5 (Statistics Canada, 1971).

The high school principals who composed the study sample were employed in the public education system of the province.

Organization of the public education system. Newfoundland and Labrador has a denominational education system. Under this arrangement, responsibility for education is shared between the Provincial Government through the Department of Education and the major Christian churches through the denominational education committees which are established by law. There are three such committees: the Roman Catholic Education Committee; the Integrated Education Committee, which comprises Anglican, Moravian, Presbyterian, Salvation Army, United Church; and the Pentecostal Assemblies Education Committee (see Organizational Chart, p. 49, for the position of the denominational education committees in the structure of the Department of Education). The Seventh Day Adventist denomination also operates a school system but has relatively few students and is not part of the denominational education committee arrangement.

DEPARTMENT OF EDUCATION

ORGANIZATIONAL CHART



The basic responsibility of the government in the public school system is discharged through the following means: 1) the enactment of laws and regulations governing the operations of schools (this legal framework provides for the establishment of school boards and the delegation of responsibilities to them, the certification of teachers, the allocation of teachers to boards, and the funding of educational programs); 2) the development and prescription of basic courses of study; 3) the establishment and maintenance of minimum standards for education in the schools; and, 4) the financing of education by payments to school boards and in the case of school construction, to the denominational education committees (the government pays about 95 percent of the cost of elementary-secondary education; the remaining 5 percent is raised locally through school taxes and assessments).

The churches are represented in the educational system through their particular denominational education committee. The role of these committees includes: 1) determining how and where money will be spent for new school buildings, extensions and equipment; 2) recommending to government the establishment of school district boundaries and alterations to them; 3) recommending to government the appointment of school board members; 4) recommending the initial certification

of teachers; and, 5) developing and prescribing the religious education programs.

The government has established 35 school boards throughout the province to administer the day-to-day operation of schools. School boards are responsible for the organization of schools within their districts, the fixing of attendance zones, the repair and maintenance of school buildings, the employment of teachers and other staff, and arrangement for pupil transportation.

Of the 35 school board districts in the province, 21 are Integrated districts, 12 are Roman Catholic districts, 1 is administered by the Pentecostal Assemblies Board of Education, and 1 by the Seventh Day Adventist board.

The Newfoundland and Labrador Department of Education School Board Directory (1982-83) lists a total of 145,185 students enrolled in the public schools. The directory also lists a total of 7,748 teachers employed in 643 schools, with the following breakdown:

School Board	No. of Schools	No. of Pupils	No. of Teachers
Integrated	390	82,985	4,467
Roman Catholic	199	55,438	3,016
Pentecostal Assemblies	47	6,405	337
Seventh Day Adventist	7	357	28

Schools are classified according to grade served. The major classifications include: primary (grade kindergarten-grade 3), elementary (grade 4-grade 6), junior high (grade 7-grade 8), high school (grade 9-grade 12), and all-grade (grade kindergarten-grade 12). These classifications are not mutually exclusive and include many exceptions (e.g., elementary schools may include grades K-9, K-7, K-8, 4-7, or 4-9). In addition to the schools under the jurisdiction of the major school boards, the school directory lists four special schools, five hospital schools and three private schools.

The Sample

The population sampled for this study was composed of all junior and senior level high school principals in the province. This population numbered 154 persons.

The classification of high school includes the following variations; regional high school, junior high school, senior high school, and central high school. The term 'school' is also used interchangably with 'college' and 'collegiate'. The grade levels served by high schools generally include grade 7 to grade 12. However, three schools sampled listed grade 6 as the lowest grade enrolled. Since the study sample excluded all-grade schools and elementary schools, it did not

encompass all schools in which high school students may be enrolled.

The targetted group represents only one of the possible study groups in the total school system. Other relevant groups include: school board superintendents, classroom teachers, other school specialists, parents and pupils. Given the scope and managability of the present study, school principals were selected as the sample group for the following reasons: Social workers are usually directly responsible to school principals and receive student referrals through them (Hancock, 1982). Johnson (1962) and Wing (1968) have suggested that the services of the social worker will be of little consequence without the support of the principal who must act as a facilitator. The worker's acceptance as a member of the school staff will depend, in a large part, upon the principal's conviction about the efficacy of the social work service (Hancock, 1982; Nebo, 1960; Williams, 1969; Willie, 1964). Administrative direction which offers guidance in defining tasks, clarifying roles, setting up procedures, establishing structure for formal communication is essential to the effective establishment of service. When this direction is lacking, teachers may be uncertain about the extent to which they should use the service or whether they should use it at all.

The Procedure

On November 1, 1983, a letter was sent to all school board superintendents in the province, informing them of the study and eliciting their cooperation. The cover letter to superintendents (see Appendix B) explained the purpose of the study and provided assurance of confidentiality of individual data and identity. It advised that November 15, 1983, had been set as a tentative mailing date for the questionnaire to school principals. Superintendents were asked to examine the questionnaire and to direct comments, questions or concerns, to the researcher before that date. Responses were received from three school boards only. In each case support for the study was offered. Current addresses were obtained from the Department of Education, School Board Directory 1982-83. The Newfoundland Teachers' Association was also informed of the study.

On November 20, 1983, the pretested questionnaire was mailed to 154 high school principals. In a cover letter (see Appendix B), the purpose of the study was explained and assurances of confidentiality were provided. A stamped, addressed envelope, with the return address for the researcher, at the School of Social Work, was included with each questionnaire. Mailing addresses for all high schools were obtained from the Department of Education, School Directory 1982-83.

On January 3, 1984, 63 (or 40.9%) completed questionnaires were returned. To encourage a higher response rate, a letter of reminder (see Appendix B) was mailed to each principal who had not returned the questionnaire. To facilitate this process, each mailed questionnaire had been assigned a code number which could be checked against a mailing list number to determine from which school the questionnaire had been mailed.

A cut-off date of January 30, 1984, was set for acceptance of replies. By that date, 80 (or 51.9%) completed questionnaires were returned. One questionnaire was returned by the post office due to an inaccurate address.

Analysis of all data were programmed through Memorial University Computing Services. All analysis utilized the Statistical Package for the Social Sciences by Nie et al. (1975). All data were keypunched on GLOBE 5081, standard column IBM computer cards. Missing data were excluded from the analysis by item.

The Questionnaire

The questionnaire employed in this study (Appendix B) was originally used by Costin (1969) in a study regarding the importance school social workers attribute to specific tasks for the attainment of social work goals within the school system. Costin assembled

a comprehensive list of tasks describing the activities of school social workers. This original list was created by surveying the professional literature and by seeking the opinions of educators and practitioners in the field. The list was meant to reflect not only the activities of school social workers, but also the professional goals and principles of both fields, education and social work. The tasks were written in behavioral terms to describe the specific services provided to students, parents, teachers, administrators, other special service personnel, and community agencies. The final list contained 107 items which covered a broad range of activities performed by social workers in various school systems.

Costin administered the instruments by mail to school social workers throughout the United States. The instrument was subsequently used by Alderson and Krishel (1973), Flynn (1976), Lambert and Mullaly (1982) and Mears (1977). It is the basis for the taxonomy of tasks for school social workers published by the National Association of Social Workers (1978).

Mears (1977) revised the instrument by deleting all tasks that did not receive a significant response in Costin's previous study. Some items were modified to ensure that the instrument contained current professional behaviours as described in the literature of the 1970's.

In a Canadian study, Lambert and Mullaly (1982) used Mears' instrument which contained 84 items, but added 13 items considered relevant to current school social work practice. The items added deal mainly with placement of children into special educational programs and work with the learning disabled. The present study used the instrument developed by Lambert and Mullaly (1982). The demographic section was revised and a separate section containing questions relevant to this study was developed.

The questionnaire was composed of two sections, divided as follows:

I. The School Social Work Task Rating Scale: The scale contained a total of 97 specialized tasks. Respondents answered two basic questions for each task. In answering the first question, "How important do you consider this task for the attainment of educational goals within the school system?", respondents indicated their opinions on a 4-point rating scale ("1 = not important" to "4 = very important"). The second question, "Would you want a social worker involved in this task in your school?" was answered by a "YES" or "NO" response. This question was added to the scale used by Lambert and Mullaly (1982) for the purpose of the present study.

II. Background information: i) General demographic variables identified were age and sex. ii) Educational

background identified the highest level of education obtained. iii) Occupational background identified school board, length of time in present post, length of time as a school teacher, and length of time as a school principal. iv) Current school situation specified the number of students enrolled and teachers employed this school year. v) Contact with social work student placements identified the number and years of student placements. vi) Contact with community social workers identified the number of contacts and the level of satisfaction with the social work service provided. Space was also provided for additional comments.

The pretesting of the questionnaire. In October 1983, the questionnaire was pretested on a group of 10 elementary school principals employed by the Avalon Consolidated School Board in St. John's, Newfoundland. Questionnaires were delivered by this researcher to the school principals in the pretest group. A description of the study and an explanation of the questionnaire was given. Participants were instructed to complete the questionnaire, noting any problematic or confusing areas. Questionnaires were picked up one week later in a scheduled interview with each participant.

The results of the pretest provided information which led to the following minor changes in the questionnaire:

1) The word "child" was replaced with the word "student" in a total of 44 task items. For example, task No. 19 which originally read, "Clarifies the school's social and academic regulations with the child," became "Clarifies the school's social and academic regulations with the student". It was agreed that the word "student" had more meaningful connotations for school personnel, especially at the high school level.

2) Task No. 15, "Selects and periodically revises the plan for services and its goals" was changed to "Develops and periodically revises a plan for service to the student."

3) Questions pertaining to contact with community social workers were added to the demographic section of the questionnaire.

Research Questions

No formal research related to establishing social work services in the public school system in Newfoundland has been undertaken. In 1980, a study related to examining the need for social work services in the schools was conducted. That study, however, took the form of a single subject design, describing the implementation of a behaviour modification program by a social worker, with an individual student (Johnson, 1980).

The present study represents the first systematic investigation of the response to the school social worker's role by educators employed in the public school system in Newfoundland. This quantitative descriptive study seeks to determine the relative importance high school principals in the province attribute to social work tasks and social work involvement for the attainment of educational goals and objectives. Consistent with the subject, focus and design of this study a number of research questions are posed. These are in lieu of a formal hypothesis but should be construed as providing the basis for the study method.

The study seeks to answer the following questions:

1) What is the relative importance high school principals attribute to a range of specialized tasks representative of the activities of a school social worker?

2) Which tasks, or clusters of tasks, are considered most important for social work involvement?

3) To what extent are high school principals currently utilizing community social work services?

4) What is the degree of satisfaction experienced in contacts with community social work services?

5) To what extent do the variables of age, level of professional education, work experience, school board denominations, school size, influence the response to the school social worker's role?

Each of these questions is asked in the mailed survey which was administered to the study sample. They emerged from the literature as being important in determining the needs and requests of the education system for service and in establishing a base for social work services within a school.

Results and Discussion

The results and discussions of data are presented according to: 1) Background and Descriptive Data; 2) Social Work Placements and Community Social Workers; 3) School Social Work Tasks and Their Degree of Importance; 4) Factor Analysis; 5) Reliability testing; and, 6) Subgroup Analysis.

Each major section consists of a presentation of study results followed by a discussion section.

Background and Descriptive Data

Of the 154 projected respondents, 80 (or 51.9%) completed and returned the survey questionnaire. This response rate was within acceptable limits of mailed survey returns (Oppenheim, 1970), and actually represented a greater than anticipated number of returns.

The 80 school principals who comprised the study sample represented 34 of the 35 individual provincial

school boards. The data, broken down in terms of response rate by the four major school board classifications, are presented in Table 1.

TABLE 1

The Number and Percentage of Respondents by Major School Board Classification (n = 80)

Major School Board	Total in Target Population	Total Respondents	Percentage Response Rate
Integrated	98	56	57.1
Roman Catholic	47	19	40.4
Pentecostal	8	3	37.5
Seventh Day Adventist	1	1	100.0
Unspecified	-	1	-
Totals	154	80	51.9

Examination of these data indicate that the two major response groups in the target population were the Integrated and Roman Catholic School Boards. The Pentecostal and the Seventh Day Adventist School Boards represent a very small proportion of the total respondents.

The data were also broken down in terms of urban/rural response rate. For the purposes of this study,

urban areas were: 1) St. John's/Mount Pearl; 2) Corner Brook; 3) Grand Falls/Windsor; and, 4) Gander. These were considered as such since they comprise the major areas of the province, with populations of 119,798; 24,339; 14,512; and 10,404, respectively (Statistics Canada, 1981). Respondents from any other area of the province were deemed as rural. Table 2 indicates the actual number and relative percentage response rate based on this urban/rural dichotomy.

TABLE 2

The Number and Relative Percentage of Study Respondents Broken Down by Urban/Rural Areas of Newfoundland (n = 80)

Provincial Area	Total in Population	Total Number Respondents	Relative Percentage Response Rate
URBAN			
St. John's/ Mount Pearl	16	8	10.0
Corner Brook	7	3	3.8
Grand Falls	4	2	2.5
Gander	3	2	2.5
RURAL			
Total Rural	124	65	81.5
Total	154	80	100.0

As indicated in Table 2, the majority of the sample, 65 of 80 (or 81.3%) were employed in rural areas of the province.

Of the 80 respondents, 64 (or 80%) were male, and 9 (or 11.3%) were female. Their average age was $\bar{X}$ = 40.3, S.D. = 6.94 with a bi-modal distribution at 35 and 40 years old. The average length of time in their present post (as school principal) was $\bar{X}$ = 9.97. The average number of years of experience as a school teacher was $\bar{X}$ = 15.5, S.D. = 8.40, while the average years of experience as a school principal was $\bar{X}$ = 11.4, S.D. = 8.09. Some selected demographic characteristics of the sample are indicated in Table 3.

TABLE 3

Selected Demographic Characteristics of Study Sample (n = 80)

Demographic Characteristics	Mean	Standard Deviation	Range (in years)
Age	40.38	.070	21-58
Length of time in present post	9.97	-	0-23
Experience as a school teacher	15.55	8.403	0-43
Experience as a school principal	11.47	8.09	1-43

Information regarding the educational level of the sample group was also ascertained. Of the total sample, one had completed university courses with no degree, three had a Bachelor's degree in Education, and 23 indicated conjoint Bachelor's degrees in Education and another area. Another 34 (or 42.5%) had completed a Master's degree in Education, six had a Master's degree in an area other than Education, and two had conjoint Master's degrees in Education and another area. Finally, one other had completed a doctoral degree, and five indicated their highest education level in a category deemed as 'other'. Of the latter group, four specified a graduate diploma in Educational Administration as the highest level of education obtained.

To further identify some characteristics of the sample, respondents were asked to indicate the total number of pupils enrolled, and the total number of teachers employed in their schools for the current year. These data are presented in Table 4.

As indicated in Table 4, there was a high degree of variation in the school population in the sample. The student population ranged from 65 to 1,238 students, and the number of teachers ranged from 4 to 65. Of the 80 schools in the sample, 40 had student populations below 300, and 40 had populations above this number. The student/teacher ratio for the sample was calculated as 17.94:1.

TABLE 4

Descriptors of the Student/Teacher Population in the Study Sample (n = 80)

Descriptor	Students	Teachers
Mean	351.6	19.6
Median	300	16
Standard Deviation	230.0	11.5
Range	65-1,238	4-65

Discussion of descriptive data. An examination of the study group data indicated a return rate of 51.9 percent. Eighty respondents returned usable questionnaires with very few items omitted. This is noteworthy given the length of the questionnaire.

An analysis of the data based on school board denominational breakdown (Table 1) clearly indicated that the two major sub-groups within the total study sample were the Integrated group and the Roman Catholic group. The Integrated group represented 70 percent (n = 56) of the total study sample while the Roman Catholic group represented 24.1 percent (n = 19). The Seventh Day Adventist and the Pentecostal groups combined accounted for 5.1 percent (n = 4). These results are not surprising since the total target population was comprised of 98

Integrated school principals, 47 Roman Catholic, eight Pentecostal, and one Seventh Day Adventist. A comparison of the return rate of the two major groups, however, indicated that the Integrated group response rate was 16.7 percent higher than the Roman Catholic group.

An examination of the data related to urban/rural response rate (Table 2) indicated an almost equal return rate from both urban and rural areas. The rural response was slightly higher at 52.4 percent, compared to 50 percent for the urban areas. The rural group, however, represents 81.3 percent (n = 65) of the total study sample, while the urban group represents 18.7 percent (n = 15).

The demographic data describes a sample that is primarily male, with a mean age of 40 years. Only 10 percent (n = 8) of the sample fell below 32 years and 10 percent above 50 years. Of the eight principals in the younger group, 50 percent had completed master's level degrees. One may speculate that as more educationally qualified personnel have become available to the school system, principals have been appointed on the basis of education rather than experience. It is interesting to note that while females constitute approximately 52 percent of the total teachers employed provincially, only 11.3 percent of the sample were females. Of note as well, is the fact that all female respondents were employed by the Roman Catholic boards. A listing of the total number of female

school principals employed provincially was not available for comparison purposes with the present study.

Examination of the data also indicated a student/teacher ratio of 17.94. This corresponds very closely to the provincial ratio of 17.75. The average student population of the sample was 351.6 per school, while the provincial average for all school levels is calculated at 228.3 pupils per school. The average number of teachers per school was 19.3, compared to the provincial average of 12.8 (analysis based on statistics from the Newfoundland and Labrador School Directory, 1983-84). A higher teacher/pupil population at the high school level is not surprising since many high schools are large central or regional schools serving several communities whereas many primary and elementary schools are quite small, often serving a single community.

Findings related to education level indicated that the sample group fell clearly into two major categories of educational background. The largest single cohort (52.5%) had obtained master's degrees, while 37.5 percent had either single or conjoint degrees at the bachelor's level. Provincial teacher certification data (1982-83) indicated that only 8.9 percent of the total teachers employed had master's degrees, 69.2 percent had bachelor's degrees and 21.8 percent had no degree (statistics supplied by the School Services Division,

Department of Education). Not surprising, the study group of school principals represent a more highly educated group than the general provincial teacher population. No provincial data relating to the average years teaching experience or the average length of time as a school principal could be obtained for comparison with the sample group.

Social Work Placements and Community Social Workers

Social work student placements. In 1978, Memorial University's School of Social Work initiated the placement of fourth and fifth year students in the school system for the field practicum component of the B.S.W. program. To date, 34 students have been placed at the primary and secondary levels in the Integrated and Roman Catholic School Boards. The present study posed specific questions to assess the contact the sample had with these student placements. Analyses of the responses to these questions indicated that eight principals had a social work placement, at some time, in their school. Of this group, three respondents reported one placement, two reported two placements, and two reported six placements (for a total of 17 student placements). The two schools which reported six placements each were both large city schools. However, information on student placements supplied by the School of Social Work indicated that no school had

six student placements. It is probable, therefore, that the two principals in this case reported all types of student placement (e.g., psychology, education). Other than this, these data correspond to placement information supplied by the School of Social Work.

Respondents were also asked to indicate if they had worked in a school where a social worker was employed or placed as a student. Five respondents (or 6.5%) reported that they had, while 74 (or 92.5%) indicated that they had not.

Contact with community social workers. Several questions attempted to assess the nature of the contacts the sample had with community social workers, in particular, related to student problems. Of the sample, 69 (or 86.3%) reported contact with community social workers.

Respondents were also asked to rate the degree of satisfaction with the social work service provided, on a five-point scale ("1 = very unsatisfactory," "5 = very satisfactory"). The $\bar{X}$ degree of satisfaction reported was 3.36, S.D. = 1.26. Overall, 7 (or 8.8%) principals reported that the service provided was very unsatisfactory, and 16 (or 20%) reported it was very satisfactory. Fifty-six percent reported their level of satisfaction at the other three mid-range points of the scale (11.3% at "2", 25% at "3", and 20% at "4"). The median level of satisfaction reported was 3.70, indicating a positive perception

of community social services in that over half of the sample endorsed a level of satisfaction above this point.

Discussion of student placement. Information supplied by Memorial University's School of Social Work indicated that since 1978, 37 students have been placed in the public school system for field instruction. Field instruction and related learning, which is thought to occur in the practicum, represents the integration of theory and experience in the social work curriculum.

Field work in an interdisciplinary setting, such as the school, presents certain difficulties which require careful consideration and planning (Johnson, 1962; Mears, 1980). Current and past literature reflects the complexities of adapting a social work practice to the school setting (Alderson, 1974; Constable, 1981; Costin, 1975; Flynn, 1969; Gitterman, 1977; Middleman, 1979). It seems evident then that students placed for field instruction in the school setting must be mature and experienced. In fact, Johnson (1974) and Mears (1980) suggest that school field placements are appropriate only for students at the Master's level. These authors further suggest that unless school social workers have a strong identification with their own profession, they may find

it difficult to hold their own with others who represent the core operation of the organization. Students placed in a school for field instruction must maintain role relationships and meet role expectations of other professions before they have a grasp of their own professional skill and identity. Regarding field placement of social work students in multidisciplinary settings, Loeb (1974) states, "We are asking students to give us a professional ethnocentricity . . . to share before they have the security of knowledge and skills that would enable sharing" (p. 85).

Alderson (1969) suggests that the school social worker has the task, if he is to be accepted as a professional person, of interpreting his role and function from the basis of sound professional knowledge. The less knowledge the school has of the social worker's function, the more important it is that the worker be skilled in interpreting his role to others in the system.

In the current situation, provincially, fourth and fifth year students are given the difficult task of introducing and interpreting their role and function to a school system which has had very little experience with the concept of school social work. Unlike other multidisciplinary settings (e.g., hospitals), these schools have no established social work department in which to place the student, thus potentially adding to the feelings

of isolation often expressed by students placed in such settings.

Conversations with school principals in the pretest sample indicated a degree of confusion regarding placement goals for the student and the role of the school staff in facilitating the learning process. Several respondents seriously questioned the appropriateness of the school as a practicum location. This may indicate the need for a firm agreement between the school boards, the school staff, and the School of Social Work that the training of students in social work is an acceptable responsibility for the schools to undertake.

Discussion of community social workers. An examination of the data related to contact with community social workers indicated that 86.3 percent of the principals in the study group had contacted social workers on behalf of students. These results strongly suggest that school personnel are encountering student problems which require services in addition to those currently available in the school system.

Respondents were asked to rate, on a five-point scale, their degree of satisfaction with the social work services provided. The $\bar{X}$ degree of satisfaction was calculated as 3.36. This indicates that respondents were generally satisfied with the services given. Of note, however, is the fact that 22 percent of the respondents

who added additional comments to the study addressed the issue of the adequacy of community social work services. These comments centered around the high caseload, the large districts served, and the time constraints of the community social worker. The following comment is representative of the general nature of the comments made: "Social workers in local areas are overworked and understaffed, therefore they cannot take the initiative to get involved in schools as outlined in the questionnaire. Contact with schools has been at the school's initiative and has basically been around a 'problem' rather than a prevention or a communication." Conversations with principals in the pretest group supported the idea that school personnel generally contact social workers in clearly defined problem or crisis situations, for example, cases of child abuse or neglect, or regarding provisions of direct services such as transportation for special testing procedures, text book purchases, etc. One may speculate that school personnel are most familiar with the social worker's role as a provider or coordinator of direct services such as these; therefore, contact is made only around this type of issue.

Constable (1978), Costin (1975), and Sabatino, Timberlake and Hooper (1982) have also suggested that community social workers, as well as school staff, must share responsibility for the lack of preventative social

work in the school systems. They suggest that community social workers often do not possess the skills and understanding required to enter a complex organization such as the school and become accepted as a component part of the system. Gottlieb and Gottlieb (1972) point out that part of the problem stems from the fact that community based social workers do not have a practice model which incorporates knowledge and techniques of intervention in regard to institutional impingements which can produce developmental and/or chronic mental health problems in school children.

Constable (1978), Costin (1975), Means (1977), Pennekamp (1979), and Radin and Welsh (1984) have emphasized that problems encountered at the interface of community social work services and the school systems are due, in large part, to the fact that schools of social work have not developed an identifiable, specialized curriculum component (apart from the use of public schools for fieldwork) that focuses on knowledge specific to school social work practice, and that reliably prepares students for entrance into practice within the setting of the public school. Because the school experience is such a major influence in the lives of families and individuals, schools of social work must accept responsibility for giving more attention to the public school and its problems.

School Social Work Tasks and Their Degree of Importance

The principals in the sample rated each of the 97 social work tasks in terms of their importance for the attainment of educational goals and objectives. The rating scale provided for a range of responses from 1 to 4, where "1 = not important", "2 = slightly important", "3 = moderately important" and "4 = very important". The mean score for the total sample was calculated for each task or item. The 20 most importantly perceived and endorsed tasks were then ranked in descending order.

Table 5 indicates the ranked mean scores and standard deviations of the 20 most frequently endorsed items, in terms of their importance, on the School Social Work Task Scale (SSTS). The ranked mean scores and standard deviations of the 10 least frequently endorsed items were similarly determined. These data are presented in Table 6.

Respondents were also asked to rate each of the 97 tasks on the SSTS in terms of their importance for social work involvement. The rating provided for a dichotomous response of "yes = 1", "no = 0". The mean score for the total sample was then calculated for each task or item. Subsequently, the tasks were then ranked in terms of importance. The ranked means and standard deviations of the 20 most frequently endorsed items,

TABLE 5

The Ranked Means of the 20 Most Frequently Endorsed Task Importance Items on the SSTS (n = 80)

	Item	Mean*	Standard Deviation
1.	Explains to student why he has been referred for social work service (17)	3.74	1.08
2.	Clarifies with parents the nature of the student's problem (36)	3.71	1.81
3.	Helps student develop new attitudes (22)	3.71	.86
4.	Helps student develop personal goals (24)	3.70	.83
5.	Helps student develop educational goals (23)	3.69	.57
6.	Helps student develop overt behaviour (21)	3.66	.86
7.	Helps student gain insight into emotional problems (20)	3.66	.90
8.	Consults with teacher re special placements for students (4)	3.65	.66
9.	Checks on student absenteeism by making home visits (68)	3.65	.56
10.	Interviews student re feelings about home, school, and problems (2)	3.64	.56
11.	Helps student control and express feelings (27)	3.60	.85
12.	Helps parents see how they contribute to child's growth (41)	3.60	.54
13.	Obtains consultation when problems in diagnosis occur (13)	3.57	.57
14.	Obtains information from school personnel re student behaviour and problems (3)	3.56	.64
15.	Describes to the principal the services the worker can provide (65)	3.56	.60
16.	Obtains information from parents re student's development and behaviour (5)	3.56	.56
17.	Explains to student how much they will work together (18)	3.56	1.15
18.	Helps parents see how they contribute to child's problems (40)	3.56	.67
19.	Clarifies the school's academic and social regulations to parents (37)	3.54	.86
20.	Helps parents develop realistic perceptions of child's academic potential (39)	3.53	.66

Note. (*) Scores ranged from 1-4 for this scale. Parenthesized number indicates the actual number of the item on the SSTS.

TABLE 6

The Ranked Means of the 10 Least Frequently Endorsed Task Importance Items on the SSTS (n = 80)

	Item	Mean	Standard Deviation
1.	Participates in staff meetings when students involved are not known to worker (77)	2.95	.91
2.	Works with groups of parents re school concerns (47)	2.93	.95
3.	Accepts responsibility with community council or community groups (92)	2.92	.86
4.	Publishes new findings related to special school services (81)	2.91	.74
5.	Participates in research projects (80)	2.91	.91
6.	Involvement in social action groups (93)	2.90	.90
7.	Recruitment of special services personnel (82)	2.85	.95
8.	Assesses functioning of groups of students in relation to school conditions (9)	2.81	.78
9.	Examines and represents the school re suspension and expulsion practices (95)	2.72	1.08
10.	Works for increased teacher salaries (79)	2.21	1.04

Note. Parenthesized number indicates the actual number of the item on the SSTS.

related to task involvement, are presented in Table 7. The ranked means and standard deviations of the 10 least frequently endorsed items, related to social work involvement, were also determined and these data are presented in Table 8.

Discussion of social work tasks and their degree of importance. An examination of the ranked mean scores, related to task importance, indicated that scores ranged from a high of 3.74 to a low of 2.21. Of the 97 tasks, only one fell below the median score of 2.50, suggesting that a high level of importance was attributed to the tasks. The following selected comments by study respondents reflect the degree of importance accorded to the tasks. "I found it difficult to rate each statement from 1 to 4. I consider your statements to be motherhood statements, all important to the education of a boy or girl;" "Every task you have identified is very important to the well being of pupils;" "I consider all of the statements very important . . . to the running of a school."

Of the 20 tasks ranked as most important (Table 5), nine tasks (or 45%) pertained to service to the students; six tasks pertained to service to parents; three tasks pertained to consultation with school personnel; and two tasks pertained to direct service to the school administrator.

TABLE 7

The Ranked Means of the 20 Most Frequently Endorsed Items Related to Task Involvement on the SSTS (n = 80)

	Item	Mean*	Standard Deviation
1.	Describes to the principal the services the worker can provide (65)	.97	.16
2.	Encourages families to use community resources (89)	.96	.19
3.	Obtains information re families functioning (6)	.96	.19
4.	Describes the worker's services to other school specialists (60)	.96	.19
5.	Obtains information re family/student from other agencies (12)	.95	.22
6.	Helps parents see how they contribute to child's problems (40)	.95	.22
7.	Suggests how parents can improve relationships with school/teachers (43)	.95	.27
8.	Checks student absenteeism by home visits (68)	.95	.22
9.	Clears outside referrals with teacher or principal (74)	.95	.22
10.	Acts as a liaison between family and social agency (87)	.95	.22
11.	Encourages students/families to use community resources (88)	.95	.22
12.	Channels and releases information to appropriate personnel (75)	.95	.22
13.	Helps parents recognize strengths and weaknesses re child's growth (41)	.94	.25
14.	Contacts significant others (e.g., foster parents) to discuss student's problems (90)	.94	.27
15.	Obtains information re student's behavior at home (5)	.92	.27
16.	Consults others when problems in diagnosis occur (13)	.92	.27
17.	Supplies information re community families to parents (86)	.92	.27
18.	Describes the objectives of the worker's service to teachers (48)	.92	.27
19.	Helps develop 'out of school' programs (e.g., day care) (91)	.92	.27
20.	Keeps informed of new development in specialized educational services (97)	.92	.27

Note. (*) Scale ranged from 0-1. Parenthesized number indicates the actual number of the item on the SSTS.

TABLE 8

The Ranked Means of the 10 Least Frequently Endorsed Items Related to Task Involvement on the SSTS (n = 80)

	Item	Mean	Standard Deviation
1.	Helps beginning teachers anticipate problems with parents (57)	.55	.50
2.	Assesses functioning of groups of students in relation to school conditions (9)	.51	.58
3.	Assesses student for special placement (10).	.48	.50
4.	Monitors student medication (16)	.47	.50
5.	Assesses student's functioning in relation to school conditions (8)	.47	.50
6.	Clarifies academic regulations with students (19)	.46	.50
7.	Works with groups of parents re school concerns (47)	.44	.50
8.	Represents the school re suspension and expulsion practices (95)	.43	.50
9.	Reviews student records (1)	.34	.48
10.	Works for increased teacher salaries (79)	.25	.43

Note. Parenthesized number indicates the actual number of the item on the SSTS.

The high ranking of tasks relating to service to the students suggests that school principals, as administrators, are very aware of the problems and needs of students at an individual level. This may be explained in part by the fact that many principals have also been classroom teachers (for 79 of 80 sampled, this was so). It also indicates a recognition of the importance of the development of interpersonal, communication, and socialization skills as an integral part of the total education program. The degree of importance attributed to tasks involving interventions with parents/families suggests that principals are very aware of the influence of family life in the student's total educational development.

Of the 10 tasks ranked as least important (Table 6), five pertained to administrative and professional tasks; three pertained to community service, and two tasks pertained to parent/student groups. This suggests that professional and administrative tasks (e.g., participating in research projects) are not perceived as being highly important for the attainment of educational goals; nor are broad community involvement tasks (e.g., accepting responsibility with a community council or group). Tasks pertaining to parent or student involvement in groups which examine problematic school conditions were also given a low ranking. In keeping with this finding, Winters and Easton (1983) state that

principals tend to feel threatened by parts of the social worker's role which focus on problems or malfunctions of the school system.

The ranked mean scores of tasks, related to social work involvement, ranged from a high of .97 to a low of .25. Eight tasks fell below the median of .50. At this level of analysis, it appears that the tasks were accorded a lower level of importance for social work involvement than for the attainment of educational objectives.

Of the 20 tasks considered most important for social work involvement (Table 7), 11 (or 55%) pertained to service to parents/families; three tasks pertained to referral and consultation; three pertained to descriptions of social work services to school personnel; two pertained to administrative and professional duties; and one task pertained to community service.

These results indicate that the group of tasks considered most appropriate for social work intervention involve services to parents/families. Of these tasks, four involve enabling or encouraging families to utilize community resources; three involve family counselling around student problems; and four pertain to liaising between the family and the school. One may speculate that principals view the social worker as having the skill and knowledge required for family interventions, or that tasks

such as these are currently not being carried out by any person in the school system.

The tasks which involve describing the social work service to school personnel--the teachers, the principal and other school specialists--point to the need for clarification of the role of the school social worker. It also may indicate an awareness of the role confusion and conflict that may exist when several pupil personnel specialists (e.g., psychologist, guidance counsellor, social worker) are attached to a particular school. Eleven (or 24.4%) of the respondents who added comments to the study addressed the issue of role confusion, especially between the social worker and guidance counsellor.

The importance attributed to tasks pertaining to consultation, referral and coordination of services indicate that principals value this aspect of the school social worker role. One may speculate that the increase in the number of specialized services now available to the schools has established the need for service co-ordination and facilitation. Current literature and research indicates that consultation and coordination of special services has become firmly entrenched as a part of the school social worker's role (Constable, 1982; Sabatino, 1982; Timberlake, Sabatino & Hooper, 1982; Zwick, 1975).

It is interesting to note the importance attributed to task No. 97 (Worker keeps informed of new policies, programs, and research findings in the area of specialized services in education). This is congruent with the literature (Costin, 1975; Constable, 1982; Mears, 1977; Michals, Cournoyer & Pinner, 1979) which has stressed the need for school social workers to possess specialized knowledge in the area of school services. Constable (1982) and Mears (1980) have effectively argued for a specialized curriculum, at the Master's level, which provides the necessary knowledge and skills to intervene effectively in the school setting.

Of the 10 tasks ranked as least appropriate for social work involvement, five relate to service to the student. This is of particular note since nine of the tasks considered most important for attainment of educational goals involve service to individual students. It appears then, that although this type of task is considered most important, it is not viewed by school principals as an appropriate area for social work involvement. One may speculate that tasks of this nature are performed by guidance counsellors in the schools. Since many of the schools sampled are large high schools, it is assumed that guidance counselling services are available. It may indicate, as well, that school principals consider the home/school/community liaison

model of school social work as more appropriate than the individual casework model. This contradicts allegations in the literature which suggest that social work interventions beyond the level of individual child control are often stifled or thwarted by the school system.

The task related to reviewing the student's records received the second lowest rating of all 97 tasks. This may point to a potential problem area for school social workers or students in school field placements. Johnson (1962), Alderson (1972) and Hancock (1982) have emphasized that the sharing of information in an inter-disciplinary setting such as the school often presents problems for workers. These authors and others have suggested that more open communication and an increased understanding of reciprocal roles would encourage such sharing.

A comparison of Table 5 and Table 7 identified the following six tasks as common to both categories--important for the attainment of educational goals, and important for social work involvement.

Task No. 5: Obtains information from parents on the student's behaviour at home and his previous development and experiences.

Task No. 13: Obtains psychiatric, psychological or casework consultations where problems in diagnosis occur.

Task No. 40: Helps parents see how they contribute to their child's problems (e.g., through their own marital problems, poor home conditions, or by their particular method of child care).

Task No. 41: Helps parents see how they contribute to their child's growth (i.e., recognize their own particular strengths as parents).

Task No. 65: Describes to the principal the range of services the worker is able to provide.

Task No. 68: Checks on attendance by making home visits in cases of prolonged or unexplained absences.

An examination of the above tasks reemphasizes the importance accorded to the tasks pertaining to service to parents. Since the inception of school social work this aspect of the role has been expounded as a most vital and important part (Costin, 1969; Gander, 1980; Mears, 1977; Morse, 1982; Moynihan, 1978; Wayne & Flenstein, 1978). This analysis suggests that the school personnel sampled may also rate this aspect of the social worker's role as most important. Consultation services and services pertaining to interpreting the social worker's role to school personnel are again highlighted in importance by their appearance in both categories.

A comparison of Table 6 and Table 8 identified the following four tasks as being least important in both categories.

Task No. 9: Assesses the functioning of target groups of students in relation to the general characteristics of the school.

Task No. 47: .Works with groups of parents to organize and channel their concerns about the problems of the school system (e.g., overcrowded classrooms, the curriculum, school population).

Task No. 79: Works actively to obtain increased salaries and improved working conditions for teachers and other personnel.

Task No. 95: Acts as an agent of the school in examining suspension and expulsion practices.

The tasks listed above again indicate the low rating given to tasks which involve examination of school conditions or practices. These results closely parallel a 1970 study of principals, teachers, and social workers in Grand Rapids, Michigan which indicated general agreement between social workers and school staff concerning the importance of social workers in providing consultation about problems of individual students and helping teachers and parents communicate about child-centered problems. There was little or no concensus on social work roles in which the principal, teacher or school was the focus of change, or on child advocacy and community change agent activities (Flynn, 1976).

A key finding of data presented in this section is the high level of importance attributed to the range of tasks pertaining to family/parent intervention. Of note, as well, is the fact that 15 of the 20 tasks considered most important for social work involvement are on behalf of students, but outside of the school system. This suggests that school principals are conscious of a lack of effective communication between the school, the home and the community. The social worker's role as facilitator of more meaningful contact is highly valued. These findings are congruent with a recent Newfoundland study related to teacher burn-out (Kendall, 1983). The study findings indicated that a factor related to teacher stress was the nature of contacts between the home and the school.

Factor Analysis

Factor analysis was performed on the School Social Work Task Scale (SSTS). A principal component analysis using a varimax rotation was carried out. Eight factors emerged and were rotated. However, only three main factors were clearly delineated and contained a significant number of task items which loaded at the $r \pm .40$ level. These three factors accounted for a cumulative 52 percent of the total variance broken down as follows: Factor 1 - 37.0%; Factor 2 - 9.3%; Factor 3 - 5.7%. The factor

means and standard deviations were also computed as follows: Factor 1 - $\bar{X}$ = 3.34, S.D. = .702; Factor 2 - $\bar{X}$ = 3.31, S.D. = .839; Factor 3 - $\bar{X}$ = 3.51, S.D. = .694. The 10 highest loading items of each factor were analyzed according to their commonality and ability to describe that factor. The following describes the results of these analyses.

Factor 1: 'Facilitation, Consultation and Coordination'. Tasks with significant loadings on this factor identified activities related to facilitating better parent/teacher and teacher/pupil relationships, also activities involving clarifying student problems with others. Tasks related to coordinating services (e.g., with school specialists and administrators), aimed at enhancing student functioning were also part of Factor 1. Table 9 describes the 10 highest loading items of Factor 1, ranked in descending order.

Factor 2: 'Leadership, Planning and Policy Making'. Tasks with high loadings on this factor identified social work responsibilities for professional leadership in regard to the school, community, administrators, and parents. This factor also defined the sharing of knowledge between social work and education (e.g., publishing new findings on specialized services, or participating in staff meetings, etc.). Consistent with this, tasks related to the professional activities of

TABLE 9

Loading, Mean, and Standard Deviation of the Ten Highest Items on Factor 1--Facilitation, Consultation, and Coordination (n = 60).

Item Number*	Loading	Mean	Standard Deviation
44. Interprets school regulations and authority to parents	.785	3.48	.650
55. Demonstrates to teacher ways to utilize peer relationship	.762	3.18	.812
62. Consults with other special service personnel to develop plan for student	.758	3.48	.624
12. Obtains information from other agencies re student/ family	.757	3.26	.674
58. Offers suggestions to teacher concerning how to deal with parents	.746	3.30	.671
83. Assists in education of specified personnel (e.g., student placements)	.741	3.03	.822
67. Brings to the attention of the administrator problems of student groups	.731	3.41	.696
66. Involves principal in plans re student	.723	3.50	.624
60. Describes social work service to other school specialists	.718	3.35	.684
69. Channels back to administrators knowledge about neighbourhood influences	.715	3.36	.735

Note. (*)Denotes the actual number on the SSTS.

research, assessment and recruiting were also identified. A description of the top 10 items which loaded on Factor 2 are presented in Table 10, ranked in descending order of variance.

Factor 3: 'Counselling with Student/Parents'. The final factor describing variance was related to working with individual students and their parents in the development of personal and educational goals of the student. Also included were the related tasks of clearing referrals and maintaining required records of social work services. The 10 items which loaded highest on this factor are presented in Table 11, ranked in descending order of variance.

Discussion of the factor analysis. The statistical procedures utilized in the study were the same as those used by Costin (1969), Mears (1977), and Lambert and Mullaly (1982), who employed the SSTS samples of school social workers. In the three above studies the task items factored to 9, 7, and 7 factors, respectively. In the present study, which employed the SSTS with a sample of school principals, only three factors were retained.

Factor 1, which emerged as the most significant and dominant factor, accounted for 37 percent of the total variance and contained 86 task-items which loaded above the $\pm$ .40 level of significance. Factor 2 contained

TABLE 10

Loading, Mean, and Standard Deviation of the Ten Highest Items on Factor 2--Leadership, Planning, and Policy Making (n = 60)

Item Number*		Loading	Mean	Standard Deviation
79.	Works to obtain increased salaries	.604	2.25	1.018
82.	Assists in recruiting personnel	.534	2.80	.953
85.	Assesses special programs	.497	2.98	.929
40.	Helps parents see how they contribute to the child's problems	-.485	3.51	.700
95.	Acts as school agent in examining suspension and expulsion practices	.484	2.76	1.063
72.	Consults with school administrator in formulation of policy	.467	3.15	.898
96.	Interprets school policy to community	.432	3.48	.596
48.	Describes social work service to the teacher	-.424	3.51	.624
77.	Participates in staff meetings	.422	2.93	.918
81.	Publishes new findings re specialized services	.398	2.93	.709

Note. (*) Denotes the actual number on the SSTS.

TABLE 11

Loading, Mean, and Standard Deviation of the Ten Highest Items on Factor 3--Counselling with Student/Parents (n = 60)

Item Number*	Loading	Mean	Standard Deviation
23. Helps student develop educational goals	.578	3.75	.473
2. Interviews student to determine his feelings re home/school problems	.485	3.73	.947
31. Works with groups of students	-.444	3.16	1.090
21. Helps student change behaviour	.407	3.63	.519
20. Helps student gain insight into problems	.372	3.65	.546
22. Helps student develop new attitudes	.362	3.68	.536
6. Obtains information re family functioning	.361	3.20	.731
74. Clears referrals with teacher and principal	-.330	3.55	.534
38. Assesses parents' readiness to use service	.327	3.31	1.030
73. Maintains records of service	.307	3.51	.536

Note. (*) Denotes the actual number on the SSTS.

nine tasks which loaded above this level, Factor 3 contained four tasks, and Factor 4 contained only two tasks at the ± .40 level of significance. Beyond Factor 4, no task loaded at the ± .40 level on any factor.

The study results, however, provide for a degree of comparison with previous studies. Among the four studies cited (Costin, Mears, Lambert & Mullaly, and the present study) there is only one common factor that emerged in each: leadership, planning, and policy-making. It was also assigned the least importance in all four studies. This suggests agreement between educators and social workers on the level of importance which should be accorded tasks of this nature.

Analysis of Factor 1 indicated that the 10 highest loading items represented activities of facilitation, consultation, and coordination of services. An examination of the 20 highest loading items on this factor also indicated similar tasks. This factor did not appear as such in any of the other studies. However, many of the tasks included in this factor were represented in the Lambert and Mullaly (1982) factor: facilitates functioning of the child; and, in the Mears factor: clarifying the child's problem to others. The dominant theme of all three factors is the social worker's role as a facilitator or coordinator of services aimed at enhancing student functioning.

Factor 3 of the present study (counselling with the student and parents) also appeared in both Costin's study and that of Mears. This factor includes direct service to the student; however, indirect tasks (e.g., services to parents) are also included. In Costin's (1969) study a factor emerged which focused on a group of tasks which involved direct clinical work on a one-to-one basis with the student. This factor did not appear in the Mears, Lambert and Mullaly or the present study. Recent literature and research has suggested that the school social worker's role is shifting away from one of direct clinical intervention to reflect an emphasis on the broader tasks of advocacy, consultation, facilitation, and systems change. The present study results indicate that there is general agreement between social workers and educators on the significance of this aspect of the social worker's role.

The emphasis on indirect social work tasks which emerged from the factor analysis is congruent with findings reported earlier in the present study which indicated that tasks such as liaison, consultation, and facilitation of services were accorded a high level of importance by the study sample.

Reliability Testing

Internal consistency reliability coefficients (α) were determined by treating the inventory of SSTS I (Task Importance), and SSTS II (Task Involvement) as scales. Since the SSTS contained conceptual sub-scales within it, the reliability analysis focused on the individual sub-scales and then on the overall scales. The two main scales (SSTS I and SSTS II) were broken down in each case into sub-scales as follows:

Sub-scale 1--Relationship and service to student (items 1-47)

Sub-scale 2--Relationship and service to teachers (items 48-59)

Sub-scale 3--Service to other school personnel (items 60-72)

Sub-scale 4--Administrative and professional tasks (items 73-85)

Sub-scale 5--Community services (items 86-97)

In the original task inventory the final task item (item 97) was conceptualized in a separate sub-scale termed 'Continued learning'. For the purpose of this analysis, item 97 was included as part of sub-scale 5. In retrospect, this item appears to be consistent with items of the sub-scale which it was included in.

For each scale and sub-scale the following were determined: 1) zero order correlations; 2) the covariance matrix; 3) the item total correlations; and, 4) the

the coefficient alpha (α). Since the SSTS II (Task Involvement) scale was dichotomous, the Cochran's Q, and the Kuder-Richardson correlations were determined. The results of these analyses are presented in Tables 12 and 13.

TABLE 12

Reliability Coefficients (α) for the SSTS I (Task Importance) Sub-scales and Overall Scale (n = 60)

SSTS I (Sub-scales and Overall Scale)	Items	Coefficient Alpha (α)
1. Relationship and service to student	1-47	.95
2. Relationship and service to teachers	48-59	.89
3. Service to other school personnel	60-72	.93
4. Administrative and professional tasks	73-85	.90
5. Community service	86-97	.90
6. STSS I Overall	1-97	.98

A reliability coefficient of α = .75-.99 indicates a high reliability scale, and α = .60-.74 indicates moderate reliability (Nunnally, 1972). Both the SSTS I and the SSTS II, when scrutinized by the sub-scale

TABLE 13

Reliability Coefficients (α) for the SSTS II (Task Involvement) Sub-scales and Overall Scale (n = 47)

SSTS II (Sub-scales and Overall Scale)	Items	Coefficient Alpha (α)
1. Relationship and service to student	1-47	.95
2. Relationship and service to teachers	48-59	.90
3. Service to other school personnel	60-72	.88
4. Administrative and professional tasks	73-85	.87
5. Community service	86-97	.87
6. SSTS II Overall	1-97	.98

coefficients and the overall reliability coefficients appeared to be highly reliable and showed a great degree of internal consistency among sub-scales and in the overall scale.

As indicated in Tables 12 and 13, the number of cases in the sample dropped from the total (n = 80). The computer default option for this analysis eliminated missing data by case rather than by item; therefore, the number of cases was lower.

Discussion of reliability testing. Reliability testing of the SSTS I (Task Importance) and the SSTS II (Task Involvement) indicated a high degree of internal consistency among sub-scales and in the overall scales. Coefficients alpha (α) on the sub-scales of the SSTS I ranged from a high of .95 to a low of .89, and on the sub-scales of the SSTS II ranged from .95 to .87. Both scales overall indicated a reliability coefficient of .98.

The results of the reliability testing served to highlight the following: 1) the integrity of the instrument used, in that the items on the sub-scales and the overall scales were highly correlated and internally consistent; and, 2) the homogeneity of the study sample, in that there was little variance in how the school social work tasks were perceived in terms of task importance or task involvement. This result supports early findings of the study which indicated strong agreement within the sample on the ranking of social work tasks.

Of note, as well, is the fact that the number of cases for this analysis was n = 60 on the SSTS I (Task Importance), and n = 46 on the SSTS II (Task Involvement). This suggests that school principals experienced a greater degree of difficulty in answering questions related to task involvement since there is more missing data in this section of the questionnaire. One may speculate that since the majority of school principals have not had

contact with a school social worker, they were uncertain as to whether the tasks were appropriate for social work involvement, hence questions were left unanswered.

Sub-group Analysis

The final data analyses involved identifying relationships between selected independent variables and the dependent variables construed as the SSTS I (Task Importance) and the SSTS II (Task Involvement). Student t-tests were used to determine whether significant differences occurred between the selected sub-groups' perceptions of the importance of tasks on both the SSTS I and the SSTS II.

To compute the mean of all scores on the Task Importance scale, all variables (variables 5 to 101) were summed and divided by 97 (equalling the number of tasks on the scale). Similarly, variables 102 to 199 on the Task Involvement scale were summed and divided by the 97 tasks on this scale.

The following sub-groups were broken out of the sample for comparison of their perceptions of tasks on the SSTS I and SSTS II.

Independent Variable	Sub-group
1. School Board	Integrated/Roman Catholic
2. Education	Masters/Bachelors
3. Age	< 40 years/ > 40 years
4. Experience (as school principal)	< 9 years/ > 9 years
5. Experience (as school teacher)	< 15 years/ > 15 years
6. School population (total number of students)	< 300/ > 300
7. School population (total number of teachers)	< 16/ > 16

Analyses of these data provided significant differences within three sub-groups as follows:

i) Experience (school principal) vs Task Importance, $\underline{t} = -2.24$, $p < .05$, $n = 78$.

ii) Experience (school teacher) vs Task Importance, $\underline{t} = 4.36$, $p < .001$, $n = 77$.

iii) Experience (school teachers vs Task Involvement, $\underline{t} = 1.97$, $p < .05$, $n = 76$.

Analysis of the variable 'Experience as a school principal' indicated that respondents with more than nine years experience as a school principal assigned a significantly higher rating to tasks on the SSTS I (Task Importance). However, within this sub-group the differences in perception of tasks on the SSTS (Task Involvement) were not significant.

Analysis of the variable "Experience as a school teacher' indicated that respondents with more than 15 years

experience as a school teacher assigned a higher rating to tasks on the SSTS I (Task Importance). However, this same group ascribed a lower rating to tasks on the SSTS II (Task Involvement) than did respondents having less than 15 years teaching experience.

Discussion of sub-group analysis. The high degree of similarity in the importance accorded to school social work tasks as revealed by the sub-group analysis is striking. Sub-group analysis based on age, school board denomination, education, experience as a school teacher, experience as a school principal, and school size indicated significant differences in the perceptions of tasks in only one area--experience in the school system. These findings, however, are congruent with earlier findings which showed a high degree of consistency in the perception of tasks on both the SSTS I (Task Importance) and the SSTS II (Task Involvement). One might interpret this level of consistency as indicative of the homogeneity of the sample group and the similarity in problems encountered in the high school system.

The notable exception in the importance accorded school social work tasks is related to experience in the school system. Results of sub-group analysis indicated that principals with more than 15 years experience as a school teacher or more than nine years as a school principal attributed a higher level of importance to

tasks on the SSTS I (Task Importance) than did principals with less experience. Further examination of the study results revealed that 22 of the 41 respondents in this sub-group had completed degrees at or above the master's level. It is reasonable to assume that the factors of experience in the school system and education level would result in an increased understanding of the student, teacher and school problems, therefore significantly affecting the response to the importance of school social work tasks.

A second finding related to experience indicated that principals having more than 15 years teaching experience attributed a lesser degree of importance to tasks on the SSTS II (Task Involvement). This finding, which appears somewhat contradictory to the first finding, may be explained by the fact that 29 of the 41 respondents in this group were employed in schools with student populations of greater than 300. One might expect that schools of this size would employ guidance counsellors who may be carrying out certain of the tasks listed; therefore, these would not be viewed as appropriate or necessary for social worker involvement. This interpretation cannot be taken further, other than to suggest that it may be indicative of the complexities and role confusion which may exist when several guidance specialists are employed in a school system. Role clarification and

explanation of the unique skills of the school social worker may be more necessary in the larger school systems which have access to a wider range of pupil personnel services.

Conclusions

The conclusions of this study will be discussed according to: 1) conclusions related to the literature review; 2) findings of the study; 3) limitations; and, 4) recommendations.

Conclusions Related to the Literature Review

Social work has been described as a profession in search of an identity. Current and past literature in the area of school social work reflects this search for relevancy and for clarification of perceptions of social work tasks. School social work practice models have tended to reflect the dominant methods of the broader social work profession. In this regard the commonality of the social work generic methods base is reflected. On the other hand, the uniqueness of the public school system as a practice setting has been stressed.

An examination of this specialized practice field suggests several things. First of all, there are real differences in fields of practice--between social work as

it is practited in schools, in the health field or in correctional settings, for example. The development of professional standards for school social workers and hospital social workers by the National Association of Social Workers endorses recognition of the uniqueness of differing fields of practice. Such standards provide social workers with a definite way of looking at themselves, first as social workers, but secondly as social workers in a particular field of practice.

Secondly, the study suggests that social work education which has tended to prepare students for a generic type of practice or a particular method is not providing a broad enough base for challenges in a specialized practice field. A consistent theme of the literature since the inception of school social work is the need for specialized knowledge and training relevant to the field of public education. Learning in a new field of practice takes time. For example, it may take a social worker one or two years to translate generic principles of practice learned in another setting to a practice model which is workable in the schools. In this regard the burden of preparation for professional practice is carried by the specialized field.

The gap between practice preparation and actual role demands of a specialized field of practice lends support to the argument for a two-tier degree structure

in social work education--a B.S.W. program which provides a strong generic methods base and an M.S.W. program which provides opportunity for specialization.

The study further examined a notion by Carroll (1980) that social work services cannot be arbitrarily established but must be joined to the needs and requests of the education system for services. The issue of adapting a practice to the school setting is admittedly controversial. However, it is the responsibility of the social worker to purposely identify his own model for the delivery of social services in the schools and to reconcile that model with the orientation demanded by the system's goals and the perceptions of school personnel. This reconciliation need not be a capitulation, a conflict or a contest. It must be based on a shared understanding between educator and social worker of the needs of the pupils, the school system, and the outside community. Ways and means of fostering a greater shared understanding and more effective communication between social workers and educators need to be addressed.

Findings of the Study

This research study focused attention on the role of the school social worker as perceived by a sample of high school principals employed in the public school system in the province of Newfoundland. Demographic data

revealed a relatively homogeneous sample--predominately male (80%), with a mean age of 40 years and professional education at the master's of bachelor's level. Analysis of the response rate indicated an almost equal return rate from rural and urban areas, with a slightly higher response rate (16%) from school principals employed by the Integrated school boards.

The homogeneity of the sample and the consistency and agreement in their view of the school social worker's role were borne out in the reliability testing of the instrument and the sub-group analysis. Reliability testing indicated an overall coefficient alpha of $\alpha = .98$ on the SSTS I and SSTS II, signifying very little variance in how social work tasks were perceived in terms of task importance or task involvement. Sub-group analysis, based on the major independent variables of the study, indicated length of time employed in the school system as the only factor affecting the perception of school social work tasks.

The study revealed that 86.3 percent of the respondents had contacted community social workers on behalf of students. On a five-point scale of satisfaction with the service provided a mean of $\bar{X} = 3.36$ was reported. However, this finding can only be narrowly interpreted since no information on the nature or purpose of the social work involvement was obtained.

A major purpose of the study was to examine the degree of importance high school principals accorded a range of tasks considered representative of the school social worker's role. Study results indicated a high level of positive endorsement of the tasks. On a four-point scale a grand mean of $\bar{X} = 3.32$ was reported in relation to task importance. An examination of the 20 social work tasks considered most important for the attainment of educational goals indicated that nine tasks pertained to direct service to individual students, six tasks pertained to providing services to parents/families, and the remaining five tasks centered around consultation and direct service to the administrator.

Respondents also ranked each task in terms of its importance for social work involvement. On a scale of 0 to 1 a grand mean of $\bar{X} = .77$ was reported. In this instance, however, a somewhat different cluster of tasks emerged as most important. Of the 20 tasks considered most important for social work involvement none pertained to counselling service with an individual student. Furthermore, four of the 10 tasks ranked as <u>least</u> important for social work involvement pertained to direct service to individual students. One may speculate that tasks of this nature are being carried out by guidance counsellors and, therefore, are not seen as appropriate for social work involvement. A recent study

of guidance services in the province's schools (Bishop, 1975) lends support to this speculation; study results indicated that school counsellors spent more time on counselling individual students than on any other guidance function.

Among the 20 tasks ranked as most important for social work involvement, 11 (or 55%) pertained to services to parents/families, while the remaining nine tasks centered around consultation with school personnel and coordination of school services. Fifteen of these tasks were on behalf of students but outside the school system. These results suggest that the role of the school social worker, as perceived by high school principals, is a very broad one, certainly not limited to 'in school' tasks with individual students. The results are congruent with school social workers' perception of tasks as reported in the literature (Lambert & Mullaly, 1982; Mears, 1977) and support the trend away from individual casework to an increased emphasis on consultation, coordination and a home/school/community focus.

Tasks ranked as being least important for social work involvement centered mainly around examination of the school's policies, practices and procedures. Results of the factor analysis supported this finding in that the factor 'Leadership, planning and policy-making' was accorded the lowest mean importance of the three factors

which emerged. This result also suggests agreement between educators and school social workers in the perception of the worker's role. Recent research (Costin, 1969; Lambert & Mullaly, 1982; Mears, 1977) has indicated that school social workers also rank this factor lowest in importance.

Overall, the study results suggest that a social work practice model which involved only a 'school change' focus or an individual casework approach would not be perceived as meeting the needs of the education system for social work services. A more acceptable model would be a home/school/community liaison model which incorporates consultation and facilitation and coordination of services. The findings indicate a positive perception of an inter-disciplinary teamwork approach to the provision of services. Services to parents/families were highlighted as a major area of importance for social work intervention. Results of the study suggest a degree of congruence between educators' and social workers' perceptions of the school social worker's role.

Limitations

A major limitation of the study is related to the sample size. Of approximately 8,092 educators employed in the publis school system of the province, the targetted population included only 154 high school principals.

The study findings are limited in that the perception of the school social worker's role is based on the response of this one particular group. Other relevant groups in the education system (e.g., classroom teachers, other school specialists or school board superintendents) may have a very different view of the tasks which are important and appropriate for social work involvement.

A second limitation of the study findings pertains to the interpretation of the questions by school principals. The questionnaire used in the study was developed by social workers for use in a study which employed school social workers as the sample population. Some of the concepts used in the questionnaire may have very different meanings for social workers than for educators. This limitation, although valid, is inherent in almost all pencil and paper research.

A third limitation of the study relates to the fact that school principals were asked to make judgements about a role with which they had very little experience. Only six percent of the total sample reported working in a school with a school social worker or a student social worker. Thus the capacity to generalize the findings to other school systems which employ social workers and in which educators would be more familiar with the role is limited.

The study is limited also in that it did not pose questions related to the adequacy and availability of counselling services (e.g., school psychologist, guidance counsellor) currently existing in a school system. This factor may be very relevant in determining the most appropriate role for the school social worker.

Although the study attempted to explore the issue of community social worker involvement in the schools, the information obtained was limited. Questions relating to the nature and purpose of the contact between the social worker and the school were not included. Additional information relating to the adequacy and nature of the social work service presently being provided to the schools is required for a more complete assessment of this service.

Of note, as well, is the fact that the study relied on an instrument which was developed on the basis of the American school social work experience, which is more firmly entrenched than the Canadian experience. While there may be some validity to this criticism, the use of the American instrument is defensible on the basis of the lack of literature describing Canadian school social work and the lack of documentation of Canadian experiences or studies.

Recommendations

On the basis of this study, the following recommendations are offered:

1) Approaches should be made to the Canadian Association of Social Workers by school social workers to establish a register of its members. From such a register a more accurate definition of school social workers, and schools in Canada which employ social workers, may be established. This register could also serve as a research population for studies pertaining to various aspects of school social work services in Canada. Despite several attempts by this researcher to obtain information pertaining to the status of school social work services in Canada, from the Canadian Association of Social Workers, no information was obtained.

2) Practitioners in the field of Canadian School Social Work should engage in a variety of research projects to add to the knowledge of specific school social work issues. The results of these studies should be published in Canadian journals to encourage greater interaction between practitioners in different parts of the country. A research project which traces the historical development of school social work services in Canada may be helpful in establishing a focus and direction for future development of services.

3) This study has highlighted some of the problems related to social work practice in an interdisciplinary setting. It is recommended that social workers employed in interdisciplinary settings, such as hospitals or correctional facilities, engage in research projects similar to the present study. It would be interesting to note what the differences are between the social worker's opinions of their tasks and the opinions held by relevant others concerning the same tasks, and what the implications might be because of any discrepancies.

4) A major challenge which confronts the profession of social work in the province is to delineate and to articulate its unique characteristics to the education system. A major difficulty associated with acceptance of social work personnel in the schools may be the lack of knowledge about the role of the social worker by educators and by the public. There is still a strong association with poverty and welfare payments which gives the social work profession a negative image rather than a helping one. Involvement by representatives of the School of Social Work or the Newfoundland Association of Social Workers in school related activities, such as meetings of the Newfoundland Teachers' Association or Parent-Teacher Associations, may encourage a greater understanding and appreciation of the social worker's role.

5) The School of Social Work and the Faculty of Education

at Memorial University should jointly plan, present, and sponsor courses, workshops and seminars on topics of mutual interest or concern, aimed at improving the knowledge, understanding and respect of both professions for each other.

6) Representatives of the social work profession should clearly communicate to educators the traits which distinguish school social work from allied professions, and identify the strengths and advantages offered by the social work profession. Other professions, such as guidance counsellors and school psychologists, who have recently been brought into the schools are still working towards becoming established and may perceive the introduction of social workers as a threat to their territory, not only in terms of assigned tasks, but also in matters of funding for additional positions for their professions.

7) The results of this study have indicated that there are areas of specific skill and knowledge needed by community social workers to establish effective working relationships with school personnel. These areas pertain to team functioning, interdisciplinary team work, consultation and collaboration, and organizational change processes. As community social workers attempt to move out of their traditional roles with the schools, it will be increasingly necessary for them to clearly

state the knowledge, skills, and competence they can contribute on behalf of students; and to specify which tasks they will assume responsibility for within a set time period. The School of Social Work must be of greater assistance in the examination and presentation of these areas in the general curriculum. Social workers who do not understand or appreciate the complexities of the education system run the risk of further alienating educators and hampering effective working relationships between the two professions.

8) This study has indicated some of the complexities of adapting a social work practice to the school setting. In the light of these factors it is recommended that the School of Social Work reexamine its policy of placing fourth and fifth year students in various schools for the field practicum. Considerable advanced planning over a period of time may be necessary to build a foundation for placement of social work students in the schools. A viable plan may be the selection of two or three schools for placements and a concentrated effort to establish a satisfactory working relationship with school staff and a clear definition of role sets.

Through careful planning, use could be made of a 'multidisciplinary teaching approach' in which principals, teachers and field instructors are all closely involved in the student's learning process. Use of this concept

could not only provide a broadening of student learning but also add to the strength of understanding between team members. Built-in evaluation and documentation of the student placement experience in these schools could be used to establish and broaden the base for placements in other schools.

9) The results of this study have indicated a positive response by school principals to the school social worker's role. In order to corroborate the findings of this study and to build on its data base, it is recommended that further research in this subject area be undertaken.

Research aimed at examining the differences in responses of various 'in school' groups (teachers, guidance counsellors, etc.) to the school social worker's role would be relevant. A second area for research might focus on other groups such as the denominational education committees or school board superintendents. Under the province's education system a decision to introduce social work services into the schools apparently does not require the approval of the denominational education committees; however, it may require unanimity on the part of school boards.

10) Should a school social work service come into existence in the province, it would be advisable to phase in such a service on a planned long-term basis. Careful consideration of the area of financing would be needed

to ensure that funding for the service would not impinge on funds allocated for teaching positions, thus resulting in an increased student/teacher ratio. Built-in evaluation and ongoing research related to the adequacy and efficacy of the service would be essential.

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APPENDIX A

An official statement of educational aims in the Province of Newfoundland is found in the Aims of Public Education for Newfoundland and Labrador (St. John's: Department of Education, 1959). In this document, the following "general objectives for education in Newfoundland schools" are identified:

1. To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.
2. To help pupils to develop moral values which will serve as a guide to living.
3. To acquaint pupils with the principles of democracy and to provide opportunities for the practice of these principles.
4. To help pupils to mature mentally.
5. To help pupils to mature emotionally.
6. To ensure that all pupils master the fundamental skills of learning to the limit of their abilities.
7. To provide opportunities for the development of pupils' abilities to think critically.
8. To help pupils to understand, appreciate and benefit from what is good and valuable in history, literature, science, and the arts.
9. To help pupils make the best of their leisure time.
10. To help pupils understand the human body and practice the principles of good health.
11. To help pupils appreciate their privileges and responsibilities as members of their families and the wider community and so live in harmony with others.
12. To give pupils guidance in the choice of a career and to provide opportunities to begin preparation for occupational life.
13. To encourage pupils to strive for high standards in their work and to develop an appreciation and respect for the work of others.

14. To seek out and develop pupils' special talents and potentialities and to assist them in developing their strengths and in overcoming or adjusting to handicaps and weaknesses.

APPENDIX B

TO THE SUPERINTENDENT:

The importance of continued improvement in the quality of education provided to the students of this province cannot be overemphasized. One of the methods used to develop improvements is research. To fulfill the thesis requirement for the Master's Degree in Social Work, I am currently conducting a supervised research project related to the role of the social worker in the school.

I have enclosed, for your examination, a copy of the questionnaire relating to my study. This questionnaire will be mailed to all high school principals, at the junior and senior levels, in the province of Newfoundland and Labrador. A preliminary study, aimed at pretesting the questionnaire, has been carried out with a sample group of elementary school principals employed by the Avalon Consolidated School Board.

The primary purpose of this research is to examine high school principals' perceptions of the social worker's role in the school system. The questionnaire involves two forms which take about thirty to forty minutes to complete. The first form is a rating scale listing a series of specialized tasks which may be performed in the school system. The respondent will be asked to: (a) rank the importance of the task listed, and (b) indicate whether the task is appropriate for social worker involvement. The second form is a data sheet which will make the study more meaningful.

The aim of the study is to examine general trends, not individual characteristics. The study is entirely confidential. Upon completion of data tabulation all original questionnaires will be destroyed. Also, I would welcome the opportunity to present your board with a summary of the study results upon completion of the research project.

November 15, 1983 has been set-as a tentative mailing date for the questionnaires. If you have comments, questions or concerns regarding the study, please respond before that date. Your cooperation in this matter is greatly appreciated.

Sincerely,

Madonna Simms
School of Social Work
Memorial University of Newfoundland

Enclosure

TO THE PRINCIPAL:

The importance of continued improvement in the quality of education provided to the students of this province cannot be overemphasized. One of the methods used to develop improvements is research. To fulfill the thesis requirement for the Master's Degree in Social Work, I am currently conducting a supervised research project related to the role of the social worker in the school.

The study is being carried out with the knowledge of your present school board and the Newfoundland Teachers Association. All high school principals in the province will be asked to participate.

Enclosed are two forms which will take about thirty to forty minutes of your time to complete. The first form is a rating scale which lists a series of specialized tasks which may be performed in the school setting. You are asked to make two decisions about each task: (a) how important you feel the task is, and (b) would you want a social worker involved in the task in your school. The second form is a data sheet which will make the study more meaningful.

The purpose of the study is to examine general trends, not individual characteristics. Your name is <u>not</u> on the questionnaire, nor will it be placed there. There is a serial number on each questionnaire which makes it possible to know who has returned the questionnaire and to remove that name from the mailing list. The study is entirely confidential. Also, I will be quite happy to provide you with a summary of the study results, at your request.

Your participation is needed to make this study a success. I wish to thank you in advance for your help. Your contribution of time and effort is appreciated.

Sincerely,

Madonna Simms

Enclosure

STUDY OF SOCIAL WORK TASKS IN THE SCHOOL SYSTEM

Informed Consent Form for Research Subjects

I, the undersigned, understand that the purpose of this research being conducted is to examine high school principals' perceptions of the social worker's role in the school system.

I understand that I will be asked to complete a questionnaire which involves: (a) Ranking the importance of specialized tasks in the school system; (b) Indicating whether the task is appropriate for social work involvement.

I understand that in order to safeguard the confidential nature of the information collected from me, the part of any questionnaire which contains identifying material will be detached from the rest, stored in a place accessible only to the investigator, and destroyed when the study is completed. The other information collected from me will be used as part of a large accumulation of similar information provided by other equally anonymous individuals, and reported in aggregate numerical or statistical form only.

I understand that there will be no risk to me resulting from my acceptance or refusal to participate in this research.

I understand that the data from this study may be published.

I understand that the research procedure will be conducted in one phase in the form of a mailed questionnaire.

(Please check)

I agree to participate in this project by completing the attached questionnaire and returning it to the investigator. [ ]

_____ _____

Date Signature

* THANK YOU *

INSTRUCTIONS

This rating scale contains a list of tasks which are often carried out to supplement the main line teaching tasks and to promote maximum development of all students. You are asked to make two judgements about each task.

A. How important you feel the task is.

B. Would you want a social worker involved in the task in your school?

A. IMPORTANCE OF THE TASK: The question to be answered is: How important do you consider the task for the attainment of the goals and purposes of education within your school system?

In making your judgement do not consider the difficulty of the task, the kind of training necessary, or what particular person would carry out the task.

In Column A provided on the questionnaire, circle the number which indicates your opinion. Use the following classification:

1 -- not important

2 -- slightly important

3 -- moderately important

4 -- very important

B. INVOLVEMENT IN THE TASK: The question to be answered is: Would you want a social worker involved in this task, in your school?

In making your judgement, do not consider the availability of social workers in your particular area. Consider only, in the light of your knowledge of a social worker's skill and training, whether you would want a social worker involved in the task, if such a person were available to your school.

In Column B provided on the scale, circle YES or NO to indicate your response.

SPECIALIZED TASKS IN THE SCHOOL SYSTEM

FOR EACH OF THE FOLLOWING TASKS PLEASE INDICATE:

	A TASK IMPORTANCE: How important do you consider the task? (Please circle one number in Column A) NOT IMPORTANT ... VERY IMPORTANT				B TASK INVOLVEMENT: Would you want a qualified social worker involved in this task? (Please circle YES or NO in Column B.)	
I. RELATIONSHIP AND SERVICE TO STUDENT						
A. Defining the Problem and Structuring the Service						
1. Reviews the student's cumulative record and takes notes on pertinent information.	1	2	3	4	YES	NO
2. Interviews student to determine his feelings and reactions concerning his home, his school, and his problems.	1	2	3	4	YES	NO
3. Obtains from various school personnel a description of the student's problems and his behaviour at school, both in and out of the classroom.	1	2	3	4	YES	NO
4. Consults with teachers about placement of student in special programs.	1	2	3	4	YES	NO
5. Obtains from parents information on the student's behaviour at home, and his previous development and experiences.	1	2	3	4	YES	NO
6. Obtains from parents information about the family's functioning (e.g., financial and employment situation; satisfaction or discord in family relationships).	1	2	3	4	YES	NO
7. Assesses the student's functioning in relation to his neighbourhood patterns and other cultural influences.	1	2	3	4	YES	NO

	A TASK IMPORTANCE				B TASK INVOLVEMENT	
	NOT IMPORTANT			VERY IMPORTANT		
A. Defining the Problem and Structuring the Service (Cont'd)						
8. Assesses the student's functioning in relation to the general characteristics of the school in which he is a pupil.	1	2	3	4	YES	NO
9. Assesses the functioning of target groups of students in relation to the general characteristics of the school.	1	2	3	4	YES	NO
10. Assesses students for placement into special programs.	1	2	3	4	YES	NO
11. Obtains information about the student's medical problems from the family physician.	1	2	3	4	YES	NO
12. Obtains information from other agencies who have had experience with the student and/or his family.	1	2	3	4	YES	NO
13. Obtains psychiatric, psychological, or social casework consultations where problems in diagnosis occur.	1	2	3	4	YES	NO
14. Prepares socio-medical history for student identified as in need of a special education placement.	1	2	3	4	YES	NO
15. Develops and periodically revises a plan for service to the student.	1	2	3	4	YES	NO
16. Monitors medication when assessment indicates it is appropriate.	1	2	3	4	YES	NO
17. Explains to the student why he has been referred for special service.	1	2	3	4	YES	NO
18. Explains to the student how they will work together (e.g., time and place of appointments; the worker's contact with his teacher and parents).	1	2	3	4	YES	NO
19. Clarifies the school's social and academic expectations and regulations with the student.	1	2	3	4	YES	NO

	A TASK IMPORTANCE				B TASK INVOLVEMENT	
	NOT IMPORTANT			VERY IMPORTANT		
B. Goals of Individual or Group Work with the Student						
20. Helps the student gain insight into his emotional problems.	1	2	3	4	YES	NO
21. Helps the student change his overt behaviour in life situations.	1	2	3	4	YES	NO
22. Helps the student develop new attitudes or modify old ones.	1	2	3	4	YES	NO
23. Helps the student develop his educational goals or values.	1	2	3	4	YES	NO
24. Helps the student develop his personal goals or values.	1	2	3	4	YES	NO
25. Helps the student understand his abilities and interests.	1	2	3	4	YES	NO
26. Helps the student to understand his relationship to important adults in his life.	1	2	3	4	YES	NO
27. Helps the student to control or express his feelings appropriately.	1	2	3	4	YES	NO
28. Helps bring about change in the system of school-community pupil relations which will alleviate stress upon groups of pupils.	1	2	3	4	YES	NO
29. Helps exceptional children (gifted, retarded, learning disabled, physically handicapped) understand their differences from other children.	1	2	3	4	YES	NO
C. Basic Methods of Giving Special Service Directly to Student						
30. Works with an individual student in a casework relationship.	1	2	3	4	YES	NO
31. Works with groups of students using the group process.	1	2	3	4	YES	NO
32. Represents the student in legal actions (i.e., special placement, juvenile court hearings, etc.).	1	2	3	4	YES	NO

	A. TASK IMPORTANCE				B. TASK INVOLVEMENT	
	NOT IMPORTANT			VERY IMPORTANT		
D. Techniques During Interviews or Group Sessions						
33. Interprets to the student reasons for his behaviour and his relationship to others.	1	2	3	4	YES	NO
34. Interprets to the student the nature of the school's authority over him.	1	2	3	4	YES	NO
35. Interprets to the student the nature of his parents' authority over him.	1	2	3	4	YES	NO
E. Work with the Student's Parents						
36. Clarifies with the parents the nature of the child's problems.	1	2	3	4	YES	NO
37. Clarifies with the parents the school's social and academic expectations and regulations.	1	2	3	4	YES	NO
38. Assesses parents' readiness and capacity to utilize special services.	1	2	3	4	YES	NO
39. Helps parents to develop realistic perceptions of their child's academic potential and performance, his limitations, and his future.	1	2	3	4	YES	NO
40. Helps parents to see how they contribute to their child's problems (e.g., through their own marital problems, poor home conditions, or by their particular methods of child care).	1	2	3	4	YES	NO
41. Helps parents to see how they contribute to their child's growth (i.e., recognize their own particular strengths as parents).	1	2	3	4	YES	NO
42. Supplies parents with information they may need to improve relationships within the family (e.g., special needs of slow, gifted, or handicapped children).	1	2	3	4	YES	NO

	A TASK IMPORTANCE				B TASK INVOLVEMENT	
	NOT IMPORTANT			VERY IMPORTANT		
E. Work with the Student's Parents (Cont'd)						
43. Makes suggestions as to how the parents can improve their relations with his teacher and with his school.	1	2	3	4	YES	NO
44. Interprets to parents who are ignoring school regulations the nature of the school's authority and its expectations.	1	2	3	4	YES	NO
45. Makes regular visits to parents to maintain a liaison between home and school in order to reinforce parents' interest and concern for their child's school life.	1	2	3	4	YES	NO
46. Plans or conducts educational meetings with groups of parents to increase their knowledge about their children's development, their role as parents, etc.	1	2	3	4	YES	NO
47. Works with groups of parents to organize and channel their concerns about the problems of their school system (e.g., overcrowded classrooms, the curriculum, school population).	1	2	3	4	YES	NO
II. RELATIONSHIP AND SERVICE TO TEACHERS						
A. Clarification of Service to Teachers						
48. Describes the nature, objective and procedures of the service the worker may provide.	1	2	3	4	YES	NO
B. Communication of Problem Assessment to the Teacher						
49. Discusses whether the problem is suitable for service.	1	2	3	4	YES	NO
50. Assesses the improvement which can be expected in the child and/or family.	1	2	3	4	YES	NO

	A TASK IMPORTANCE				B TASK INVOLVEMENT	
	NOT IMPORTANT			VERY IMPORTANT		
C. Improving Teacher-Pupil Relations						
51. Explains the ways in which a student's emotional or social problems may affect his academic performance.	1	2	3	4	YES	NO
52. Explains special problems of exceptional students (gifted, retarded, learning disabled, physically handicapped) to teacher and suggests appropriate remediation.	1	2	3	4	YES	NO
53. Discusses the nature of the teacher's interactions with students (e.g., how she may be contributing to their maladaptive behaviours, or which child behaviours she does not seem to be able to cope with).	1	2	3	4	YES	NO
54. Helps the teacher recognize possible differences in the values of the student and teacher.	1	2	3	4	YES	NO
55. Demonstrates ways to utilize peer relationships within the classroom or on the school ground.	1	2	3	4	YES	NO
56. Helps the teacher discover the student's resources for achieving success.	1	2	3	4	YES	NO
D. Improving Parent-Teacher Relationship						
57. Helps beginning teacher to anticipate the kinds of problems which she may encounter with parents in her school.	1	2	3	4	YES	NO
58. Offers suggestions concerning how to deal with parents (e.g., what to discuss, how to encourage acceptance of service or how to suggest changes in the parents' methods of handling their child).	1	2	3	4	YES	NO
59. Acts as a liaison between teacher and parent (e.g., holds joint conferences, clears up misunderstandings, and interprets parental viewpoints to teacher).	1	2	3	4	YES	NO

	A TASK IMPORTANCE				B TASK INVOLVEMENT	
	NOT IMPORTANT			VERY IMPORTANT		
III. SERVICE TO OTHER SCHOOL PERSONNEL						
A. Collaboration with Special Service School Personnel						
60. Describes to other special service personnel (e.g., psychologist, school nurse) the range of services the worker is able to provide.	1	2	3	4	YES	NO
61. Refers exceptional children (gifted, retarded, sensory impaired, learning disabled) to special personnel for testing.	1	2	3	4	YES	NO
62. Consults with other special service personnel to develop and coordinate an overall treatment approach for the student.	1	2	3	4	YES	NO
63. Participates in meetings regarding special education placements.	1	2	3	4	YES	NO
64. Participates on school committees to improve effectiveness of all the special services.	1	2	3	4	YES	NO
B. Direct Service to School Administration						
65. Describes to principal the range of services the worker is able to provide.	1	2	3	4	YES	NO
66. Involves the prihcipal in plans concerning a student and suggests ways he may help deal with the problem.	1	2	3	4	YES	NO
67. Brings to the attention of the administrators those problems affecting groups of students, whether caused by community factors or the school system.	1	2	3	4	YES	NO
68. Checks on attendance by making home visits in cases of prolonged or unexplained absences.	1	2	3	4	YES	NO
69. Channels back to school administrators knowledge about neighbourhoods and other cultural influences in the lives of the school's pupils.	1	2	3	4	YES	NO

	A TASK IMPORTANCE				B TASK INVOLVEMENT	
	NOT IMPORTANT			VERY IMPORTANT		
B. Direct Service to School Administration (Cont'd)						
70. Provides administrators with the knowledge to develop cooperative working relationships with community agencies.	1	2	3	4	YES	NO
71. Works with school administrators, individually or in groups, to examine the symptoms and determine causes of problems in the school system.	1	2	3	4	YES	NO
72. Consults with school administrators in the formation of administrative policy which directly affects the welfare of pupils.	1	2	3	4	YES	NO
IV. ADMINISTRATIVE AND PROFESSIONAL TASKS						
A. Administrative						
73. Maintains required records of service, keeps schedule of activities up to date, and writes reports of services.	1	2	3	4	YES	NO
74. Clears referrals with teacher and principal when the referral has originated elsewhere.	1	2	3	4	YES	NO
75. Channels information such as referrals, suggestions, and releases to appropriate personnel.	1	2	3	4	YES	NO
76. Sets up appointments with student, parents, or other appropriate persons.	1	2	3	4	YES	NO
77. Participates in staff meetings, even when student is not known to the worker, in order to remain familiar with as many students in the building as possible.	1	2	3	4	YES	NO
78. Does informal, long-range follow-ups on completed cases by talking to teacher, friends, parents, or student.	1	2	3	4	YES	NO

	A TASK IMPORTANCE				B TASK INVOLVEMENT	
	NOT IMPORTANT			VERY IMPORTANT		
B. Professional						
79. Works actively to obtain increased salaries and improved working conditions for teachers and other school personnel.	1	2	3	4	YES	NO
80. Participates in research projects.	1	2	3	4	YES	NO
81. Publishes new findings and perspectives on specialized services in the school setting.	1	2	3	4	YES	NO
82. Assists in the recruiting of special services personnel.	1	2	3	4	YES	NO
83. Assists in the education of specialized personnel (e.g., field instruction of social work students).	1	2	3	4	YES	NO
84. Assists in the in-service training of teachers or administrators (e.g., in areas such as techniques of behaviour control, or interviewing).	1	2	3	4	YES	NO
85. Assesses special programs for effectiveness (e.g., special education, learning disability, speech, hearing and sight impaired classes).	1	2	3	4	YES	NO
V. COMMUNITY SERVICES						
A. Assists Families to Utilize Existing Resources						
86. Supplies information to parents about welfare agencies or public health facilities (e.g., location, application procedures, etc.).	1	2	3	4	YES	NO
87. Acts as a liaison between a family and a social agency to insure that, following referral, service gets underway (e.g., by interpreting the life style of a family to the agency worker and in turn, the agency requirements and expectations to the family).	1	2	3	4	YES	NO

	A TASK IMPORTANCE				B TASK INVOLVEMENT	
	NOT IMPORTANT			VERY IMPORTANT		
A. Assists Families to Utilize Existing Resources (Cont'd)						
88. Actively encourages student or family to make maximum use of community resources to which they have been referred, and acts as an advocate when community agencies are not responsive.	1	2	3	4	YES	NO
89. Encourages students and families to ask for and make maximum use of community "supplementary" or "enabling" services (e.g., day care, homemaker, summer camps, Y's, parent education groups, various home helps).	1	2	3	4	YES	NO
90. Contacts surrogate parents (social service workers, group home staff, foster parents, probation officers) of students not living with their parents to discuss learning problems specifically related to independent living.	1	2	3	4	YES	NO
B. Assists in Planned Change in the Organizational Pattern of Social Welfare Programs and Resources						
91. Helps to bring about new outside-of-school programs through work with other individuals and community groups (e.g. recreation, day care, health clinics, etc.).	1	2	3	4	YES	NO
92. Accepts responsibilities within a community council or other planning and coordinating group.	1	2	3	4	YES	NO
C. Assists in Planned Change in the Pattern of the Social Structure of our Society						
93. Attends and contributes to meetings of social action groups, aside from professional social work or education organizations (e.g., co-op housing groups, human or welfare rights organizations or neighbourhood improvement associations).	1	2	3	4	YES	NO

	A TASK IMPORTANCE				B TASK INVOLVEMENT	
	NOT IMPORTANT			VERY IMPORTANT	YES	NO
D. Represents School to the Community						
94. Interprets the nature of special school services to other community agencies or interested groups through speeches, panel discussions, etc.	1	2	3	4	YES	NO
95. Acts as agent of the school in examining suspension and expulsion practices.	1	2	3	4	YES	NO
96. Helps interpret to the community the school administrative policies which have to do with pupil welfare.	1	2	3	4	YES	NO
VI. CONTINUED LEARNING						
97. Keeps informed of new policies, programs, and research findings in the area of specialized services in education (e.g., new information on learning disabilities) by attending staff development seminars or workshops and professional meetings and conferences; by taking courses, and by professional reading.	1	2	3	4	YES	NO

BACKGROUND INFORMATION

1. Which School Board do you serve?

   ____ Integrated ____ Pentecostal Assemblies

   ____ Roman Catholic ____ Seventh Day Adventist

2. Your age _____ (Actual Years) 3. Sex _____

4. Length of time in your present post. _____

5. Total years experience as a school principal. _____

6. Total years experience as a school teacher. _____

7. Educational Background: Please check highest degree only.

   ____ Grade eleven ____ Master's (Ed.)

   ____ University courses (no degree) ____ Master's (Other)

   ____ Business or polytech. certificate ____ Doctorate

   ____ Bachelor's (Ed.) ____ Other (Specify) _____

   ____ Bachelor's (Other)

8. Total student enrollment in your school this year. _____

9. Total teachers employed in your school this year. _____

10. Have you had a social work placement in the school you now serve? _____

    If yes, please complete the following:

    Number of placements ____ Year(s) of placement _____

11. Have you ever worked in a school where a social worker was employed or placed as a student? _____

12. Have you had contacts, on behalf of your students, with social workers employed in your community (area).

    Yes [ ] No [ ]

13. If you have answered YES to Question Number 12, please rate your degree of satisfaction with the social work services provided.

Very Unsatisfactory				Very Satisfactory
1	2	3	4	5

14. Please use this space for any additional comments you may wish to make:

Thank you for your participation in this study.

TO THE PRINCIPAL:

On Nov. 17 a questionnaire titled: A Study of Social Work Tasks in the School System was mailed to you.

If you have already completed the questionnaire and returned it to me please accept my sincere thanks. If not please do so as soon as possible! In order for the results of this study to be truly representative, it is important to include the opinions of high school principals in ALL school districts of the province. I value your opinion regardless of your involvement with social workers in your particular school, or your knowledge of the field of school social work.

I am contacting you again because of the significance each returned questionnaire has to the usefulness of the study. As you will recall, the study is entirely confidential, your responses are anonymous.

In the event that your questionnaire has been misplaced, a replacement may be obtained by contacting me at the School of Social Work.

Your co-operation is greatly appreciated. Please complete the questionnaire and return it to me as soon as possible. Thank you again.

Yours truly,

Madonna Simms