SOCIAL AND DEVELOPMENTAL HISTORY

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A. Background

The **Vocational Rehabilitation Act Amendments** of 1973 (Section 504), the **American with Disabilities Act** (ADA) of 1990, and the **Education for All Handicapped Children Act** of 1975, helped qualify the need for a Social and Developmental History for students who might receive special education placements. These laws require that all assessments be free from racial and cultural bias.

A systems approach is used to develop a Social and Developmental History. The student is related to social systems such as family, school, neighborhood, and peers; each system should be addressed. While the school social worker meets with the student's family, family intervention is not the primary objective.

B. Definition

A Social and Developmental History is the appraisal (by a school social worker) of the factors that may impinge upon a student's ability to learn and function optimally in school. A social history adds to the diagnostic information related to the student and his/her needs, and "helps guard against the inappropriate labeling of students based on test scores and school performance alone, without consideration of cultural and language differences." (*The Social History: Best Practice Guidelines for School Social Work Assessment in Florida,* June 1988). This assessment includes information compiled from the following areas:

- family composition/dynamics/background
- developmental/medical history
- educational history
- socioemotional/behavioral functioning
- environmental and cultural influences

A Social and Developmental History can be an invaluable tool as an integral part of needs assessment concerning which of the three levels of interventions – school-wide, targeted, or intensive – are most appropriate for a student.

C. Purpose

The purpose of the social history is to obtain information about the student that extends beyond the school environment. The social history report contains interpersonal, familial, emotional, behavioral, academic, and environmental variables that influence the student's adaptation to school. Multiple sources are used to obtain information including: interviews with parents, teachers, the student, and others; observations of the student in multiple settings; and a review of school records and/or agency reports and evaluations. The process includes:

- developing communication between the school social worker and the parents, often resulting in the therapeutic effect of more frequent and cooperative home/school contacts
- identifying conditions that may require further evaluation, referral, or intervention
- helping parents define their child's problem and their helping role
- ensuring that parents understand their due process guarantees

A school social worker may be part of a multidisciplinary team that may include teacher, school psychologist, school counselor, other staff, or community agency professional. The skills of the social worker may include:

- interviewing techniques

- identifying and interpreting family dynamics that affect a student's learning

- non-biased evaluative instruments

A Social and Developmental History contributes valuable information to the school assessment teams, staff, and parents in identifying students' strengths and areas of needs, developing interventions and positive behavior support plans, identifying eligibility for special services in school, and assisting the school social worker in identifying and connecting students and parents to needed community resources and counseling.

Note: Information obtained from *The Social History: Best Practice Guidelines for School Social Work Assessment in Florida,* June 1988.

D. Reasons a Social and Developmental History is Requested

1. Initial Placement

   The social history is required for initial placement in the following programs:

   a) Autism Spectrum Disorder (ASD)

   b) Deaf or Hard of Hearing (DHH)

   c) Dual-Sensory Impaired (DSI)

   d) Emotional/Behavioral Disabilities (EBD)

   e) Intellectual Disability

2. Other Placement Considerations

   A social history is not required for initial placement in the following programs. However, if a student is already receiving services under one of these exceptionalities, the committee may request a social history if they are considering another exceptionality or additional services:

   a) Developmentally Delayed (age 0-5)

   b) Established Conditions (age 0-2)

   c) Gifted

   d) Hospital/Homebound

   e) Language Impaired

   f) Orthopedically Impaired

   g) Other Health Impaired (OHI)

   h) Specific Learning Disability (SLD)

   i) Traumatic Brain Injury (TBI)

   j) Visually Impaired

3. Pre-Kindergarten/Child Find Social History

   Procedures regarding placements requiring a social history are the same for students in Pre-K. The **Child Find Social History** (form 2007004, *English or Spanish*) can be used for initial placement (completed by the parent). Sometimes, Child Find will request the completion of a social history report from the school social worker prior to eligibility, but this is on a case-by-case basis.

   A social history may be needed for students articulating from Pre-K to Kindergarten, if it is an eligibility requirement or a recommendation by the reevaluation committee.

4. Reevaluation/Social History Update

   In accordance with Section **300.533** of Title 34 of the Code of Federal Regulations (CFR), reevaluation is the process of gathering and reviewing information to determine:

   - if a student continues to have a disability

   - the present levels of performance and educational needs of the student

   - whether the student continues to need special education and related services

   - whether any additions or modifications to special education and related services are needed to enable the student to meet the measurable annual goals on the IEP and to participate, as appropriate, in the general curriculum

   Social histories are not required as part of the three-year Exceptional Student Education (ESE) Reevaluation. However, a Social and Developmental History or Social History Update may be requested if:

   - the reevaluation committee recognizes a need for additional information that is educationally relevant and is impacting the student's present level of functioning

   - a change in a student's ESE classification/eligibility to any of the aforementioned exceptionalities (i.e., ASD, EBD, etc.) is being considered

   The school social worker should ask school personnel what questions and issues are driving the need for the Social and Developmental History or Social History Update. Upon reviewing and consulting with the reevaluation committee, the request for a social history or social history update may be completed. Social histories which have been completed within one calendar year or less are acceptable for the consideration of a more restrictive placement.

5. Temporary Placements

   It is not necessary to have a Social and Developmental History or Social History Update when moving a student from temporary placement to new, unless a change in a student's classification/eligibility to any of the aforementioned exceptionalities is being considered. If the student has a social history from another school district, the school social worker must be provided a copy of the out-of-county/state social history report in order to review and approve. However, the school social worker should use professional judgment.

E. Addendums

If a parent requests to include additional information in the social history report after the report has been completed, the school social worker needs to make an addendum to the report. The addendum includes the cover page and a one-page report of the additional information. The cover page of the Social and Developmental History includes the notation "Addendum" and the date of amended report. The one-page report contains the school social worker's name, title, and date report was amended (similar to the final page of the social history report). The respective Student Services satellite site's clerical person sends an interoffice memo to the principal, staffing specialist, school psychologist, and the ESE and Student Services Office informing them of the addendum.

F. Corrections/Revisions

If a parent or school requests to make corrections to an original social history, the following procedures must be followed:

- A meeting with the parent/guardian and principal/designee must occur to ensure all are in agreement of the change of the student's records.

- An **Agreement to Correct, Delete, or Expunge Student's Educational Records** (form 2001176, *English or Spanish*) must be filled out and signed by the parent/guardian and principal/designee and two witnesses.

- The original social history and completed Agreement to Correct, Delete, or Expunge Student's Educational Records is sent to Student Records Services. A copy of this form is to be kept in the cumulative record.

- The school social worker makes the corrections to the social history report. The cover page includes the notation "Corrected" and the date of the corrections.

- The respective Student Services satellite site's clerical staff sends the corrected social history report with an interoffice memo to the principal/school, staffing specialist, school psychologist, and the ESE and Student Services Office directing them to destroy the original report.

- If the parent/guardian and principal do not reach an agreement, the principal contacts the District Office of Legal Services.

G. Parent Consent

Florida Statute **1000.21(5)** defines "parent" as "either or both parents of a student, any guardian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of the parent." Part 300 – **Assistance to States for the Education of Children with Disabilities** (300.20) defines "parent" as "a natural or adoptive parent of a child, a guardian but not the State if the child is a ward of the State, a person acting in place of a parent (such as a grandparent or stepparent with whom the child lives or a person who is legally responsible for the child's welfare), or a surrogate parent who has been appointed in accordance with 300.515."

According to Rule 6A-6.0333, "An educational surrogate parent is an individual appointed to act in the place of a parent in safeguarding a student's rights in the exceptional education decision-making process, when the student's parent after reasonable efforts, cannot be located by the school district, the student is a ward of the state under State law, or the student is an unaccompanied homeless youth." A

surrogate parent may be appointed by either the court or by the school district superintendent (or designee). Educational surrogate parents receive training developed and approved by the school district.

An agency or group home cannot sign as parent for educational purposes, therefore students that are already ESE are appointed surrogate parent through IDEA to represent the student in all matters relating to the identification, evaluation, and educational placement of the student and the provision of FAPE to the student. Volusia County School district has approved and trained surrogate parents. The compliance office must be contacted for assistance.

The Department of Children and Families (DCF) and Community Partnership for Children have guardianship over children under their supervision in regular education matters. They may sign for things, such as medical and legal issues for students. It is important to emphasize that a surrogate parent is required for educational decision-making only when the child is or is suspected of needing exceptional student education services. Schools should continue to invite DCF and CPC caseworkers to meetings regarding all students as they may have information critical to the decision-making process. Foster parents of students whose parental rights have been legally terminated may serve as surrogates once certain conditions are met.

If a student has a school patron and formal documentation is in the cumulative school record and FOCUS student demographics, the school patron will sign the consent in place of the parent/legal guardian who is unavailable to sign. A school patron form allows a person other than the parent/legal guardian to make educational decisions for a student. A school patron form does not establish guardianship, only a judge's order can grant or change guardianship. There are 2 types of School Patron Authorization forms and both are located in our procedural manual. Typically, the School Patron Authorization II requires the school social worker to verify that the parent/legal guardian is deceased or unavailable to sign. The unavailability of a parent/legal guardian must be due to extreme hardship circumstances such as the parent/legal guardian's whereabouts being unknown, is serving an adjudicated sentence, or is incapacitated due to substance abuse or mental health illness, etc. If the School Patron Authorization I is the document on file, the school social worker can proceed with obtaining the social and developmental history information but the parent/legal guardian most likely will need to be the one to consent for placement, if found eligible for services.

1. Initial Evaluations

A school social worker should not proceed with an initial **Social History Referral** unless a **Consent for Formal Evaluation Parent/Guardian Notice** has been signed/completed by parent/guardian and uploaded to FOCUS. The school social worker gets an email that the consent has been uploaded to FOCUS; go to school-SSS-Manage Student-ESE-Locked Events and "Notice of Evaluation and Consent for Reevaluation".

Parent revocation, student withdrawal, student unavailable for testing, or eligibility meeting are the only reasons a consent form is "deactivated" once it has been signed by the parent. All evaluators should be working from the original consent form.
Note: In a situation where the social history was not completed by the mandated timeline and in advance of the staffing meeting, the meeting must be cancelled.

According to the Special Program and Procedures (SP&P), the school district is not required to obtain informed consent for an initial evaluation if the child is a ward of the State and is not residing with the parent:

- The school district cannot discover the whereabouts of the parent;

- The rights of the parent have been terminated; **or**

- The rights of the parent to make educational decisions have been subrogated by a judge and consent for initial evaluation has been given by an individual appointed by the judge to represent the student.

If the parent refuses consent for an evaluation to determine eligibility as a student with a disability, the school district may continue to pursue consent for the evaluation by using the mediation or due process procedures.

2. Reevaluations

The school district ensures that a reevaluation is conducted if the district determines that the educational or related services needs of the student warrant a reevaluation or if the student's parent or teacher requests it. The school district will obtain informed consent from the parent of the student prior to administering a test or other instrument that is not administered to all students.

According to the SP&P, if the parents fail to respond to reasonable attempts to obtain consent, informed parental consent is not required for reevaluation. Documented reasonable attempts include:

- Detailed records of telephone calls made or attempted and the results of those calls;
- Copies of correspondence sent to the parents and any responses received; **and**
- Detailed records of visits made to the parent's home or place of employment and the results of those visits.

Since social history interviews are conducted with the parents/legal guardians, the social history can only be completed if they are willing to participate in the interview. *Written parent consent must be obtained at the time of the interview.*

Note: If a parent has given consent for an evaluation and the referral for a social and developmental history was not completed within a timely manner, best practice would be that the reevaluation committee reconvene to determine if there is still a need for the referral.

H. Referral Process and Packet

The **district placement specialist**, **school psychologist**, **child find specialist,** and the **district student placement committee** are the only district staff members authorized to request a Social and Developmental History.

1. **Initial Evaluations:** The State monitors the completion of Psychological Evaluations and Social History Referrals under Indicator 11 of the State Performance Plan and expects 100% compliance. Specifically, according to State Board Rule, "the school district shall ensure that initial evaluations of students suspected of having a disability are completed within sixty calendar days, with holidays and summer vacations exempted from the timeline that the student is in attendance after the school district's receipt of parent consent for evaluation."

In order to meet the intent of this rule while following best practice, the following procedures are recommended:

a) When a concern is noted with vision, speech, hearing, or an FBA is requested, the **Problem Solving Team Consent Parent/Guardian Notice** (form 2009020, *English or Spanish*) should be provided to the parent. In addition, this form should be provided to the parent when a

referral for evaluation may be imminent. These screenings should be completed prior to the Problem Solving Team (PST) meeting when possible as results contribute to the analysis of the problem phase of the PST meeting.

b) At the PST meeting, the parent should be provided with informed consent of the evaluation if a referral for formal evaluation is recommended. The parent should complete the **Consent for Formal Evaluation Parent/Guardian Notice** (form 2006119, *English or Spanish*) at this time.

c) If the parent is not in attendance at the PST meeting, the parent must be made aware of the intent of the evaluation. Simply providing the parent with the consent form or sending the consent home with a student is not best practice and does not meet the standard of informed consent. Efforts should be made to have the parent come to the school to be provided with informed consent. If this is not possible, Student Services personnel (i.e., the school psychologist, school social worker, or school counselor), the PST Chair, or the school administrator must contact the parent regarding the Psychological/Social History Referral in order to obtain consent. At no time should the parent consent be signed prior to a team's decision to proceed with an evaluation and completion of the PST paperwork.

d) The 60-day timeline begins when the parent consent is signed at the school or if the parent is not present at the meeting, when the consent is received by the school.

e) After receiving email notification that there is an initial evaluation required, locate student in SSS
   (1) Open "**Notice of Evaluation and Request for Consent**" Event, locate signed consent in the Uploads section of the Event
   (2) Evaluate the student as required by the Consent and write the report
   (3) Upload Report as a PDF to the **"ESE Staffing Eligibility Determination Meeting"** Event under the Uploads tab
   (4) Open the **"ESE/Gifted Tracking and Reporting"** Event and fill in the last date of your Evaluation.
   (5) If you are the last required Evaluator to complete this step, fill in the "Date of Last Evaluation" box with the latest date of all evaluations completed

f) The school social worker will complete the Information For Submitting Completed Referrals Datasheet and/or the **Social History Referral Information For Datasheet** This form will be submitted electronically by the school social worker to the designated office specialist. A copy of the data sheet along with original interview notes and a copy of referral and consent is sent to the designated office specialist to be filed.

   If a student transfers following the completion of a referral packet, the school psychologist/ school social worker will follow the transfer procedures by signing the referral, completing a transfer sheet, and alerting the receiving school psychologist/school social worker of the imminent transfer.

2. **Reevaluation:** In order to expedite the processing of requests for social histories generated through the ESE reevaluation process, the following procedures will be implemented:

   a) When the reevaluation committee determines that an evaluation and/or social history is warranted, the designated school staff member processes the consent for evaluations and/or a social history will be obtained, as has historically been the case. The designated school staff member processes the social history referral. The date that the parent provides the signed consent to the school serves as the official date of parent consent.

b) When the referral packet is complete (i.e., Psychological Referral cover sheet, Reevaluation/Consent Documentation, screening report if applicable), a copy of the complete referral will be uploaded to FOCUS by the assigned designee to the school by uploading the referrals for evaluation in FOCUS-SSS-manage student-ESE-"ESE Staffing/Eligibility Determination Meeting." The Social worker will print a copy from FOCUS and proceed with the referral. As is policy, the school psychologist and/or school social worker will address the referrals in the order in which they were received.

c) The referral forms include the date of parent consent (i.e., the date the consent was received by the school). In all cases, the copy of the psychological and/or social history referral packet shall be provided to the school psychologist and/or school social worker within two days of the parent consent being obtained and completion of the referral packet.

d) All referral packets for psychological evaluations and social histories will now be provided directly to the school psychologist and/or school social worker assigned to the school who received the email alert that consent for evaluations has been obtained. The social worker historically forwards the email to the designated office specialist and adds the student to their running list of referrals for the department data base.

I.   Timeline

The School Social Services department has a recommended completion date for all social history assessments within 30 calendar days. This departmental timeline is in place to safeguard the timely completion of evaluations, since social history assessments have historically been requested at the end of the evaluation process. It is also recommended that the interview once completed be typed up in a timely manner (i.e., 10-day timeframe unless other approved priorities take place). Pursuant to **State Board of Education Rule 6A-6.0331**, the school board ensures that a student suspected of having a disability is evaluated within a period of time, not to exceed 60 calendar days, with holidays and summer vacations exempted from the timeline, of which the student is in attendance, after

- the completion of required activities in general education procedures section of the Special Programs and Procedures manual;
- the receipt for the parental consent for evaluation; and
- the receipt of the referral for evaluation.

The date on which the last of these requirements is completed is the beginning of the 60-day timeline. The departmental timeline of 30 days will assist with compliance of the 60-day timeline set by the state. The social history report is considered complete when the social worker signs off on the referral.

Each social history Data Sheet form contains a due date located in the upper right-hand corner of the form. **For initial referrals, this date reflects 30 calendar days from the date the school district receives the parent consent. For reevaluation referrals, this date reflects 30 calendar days from the date the referral was received in the School Social Services Office.**

The departmental procedure is to respond to Social History Referrals in the order received, with the exceptions of initial evaluations, emergency and/or priority requests by principals, and referrals for students on ESE Temporary status. If there is a referral for a student suspected of having a disability that is approaching the 60-day due date, it will be responded to as "priority" and will be taken out of order to stay in compliance with Rule 6A-6.0331.

Open referrals and due dates will be reviewed on a monthly basis to determine the compliance of the 30-day completion timeline, need for referral transfer within the department, or the need for any other action. If the referral timeline exceeds the mandated 60 days, the school social worker will be notified to provide a status update to the School Social Services Coordinator. The school social worker may be required to send a letter to the parents/guardians requesting a response in order to discuss their willingness to continue the evaluation process.

J. Electronic Signatures and Submission Process

When the Social History referral packet has been completed (see H. 1h and H. 2h) along with student record reviews, observation/contact, and parent interview has been completed the School Social Worker uses their electronic signature on the typed/completed social history.

School Social Workers use their Electronic Signature for the typed /completed Social History Report (**See document Creating Your Electronic Signature**) and uploads the report in SharePoint Electronic Report Site as a PDF file (**See document How-to-Guide: SharePoint Electronic Report Site**).

The School Social Worker then completes the new word version of the *School Social Work Services Data Sheet* and emails to secretary, Lisa Woebkenberg, who enters the pertinent dates (interviewed, typed, completed, given to secretary, and sent date) in the Social Services System.

The Social Worker sends the referral packet, their case notes and any other pertinent documentation to their site secretary and the site secretary makes up a file and send to Lisa Woebkenberg for storage.

Key reminders include uploading a PDF version of your report to the electronic report site, remember to include date report was typed along with electronic signature, save a copy of the report in word format for your records, corrections, and addendums. Use procedural guideline for naming reports (last name, first name, ALPHA, SH, date report was completed). Email alerts must be set up to receive notifications that a report was uploaded to the database. Refer to page 14 of the document How-to-Guide: SharePoint Electronic Report Site for thorough directions and key reminders)

It is recommended that each school social worker keep a copy of the completed social history report (**word format**) for the current school year in case any addendums/additions or changes are needed. Reports may be kept via memory stick, CD's, or hard drive in order to be accessible for revisions if necessary.

K. ESOL

When ESOL (English for Speakers of Other Languages) social histories are requested, the zoned school social worker must immediately notify the assigned district ESOL school social worker. An e-mail or telephone call (preferably) to the district ESOL social worker are the recommended ways to facilitate communication regarding the details of the case. In keeping the timelines/services from being delayed, the zoned school social worker will sign off on the referral. If the caseload of the district ESOL social worker is unbalanced it may be necessary to transfer one or more of the regular referrals, to ensure equity.

L. Legal Social History Referrals

When a legal social history referral is requested, the assigned school social worker completes the social history. The referral must be clearly marked "Legal Case." There are times when the parent consent may

be signed by the court appointed Attorney Ad Litem. An e-mail or telephone call (preferably) to the assigned school social worker are the recommended ways to facilitate communication regarding the details of the case. The assigned school social worker also attends any meetings such as eligibility, reevaluations etc.

M. Instructions for Transferring Social History Referrals

If a student transfers following the completion of a referral packet, the school social worker is to complete a social history <u>Referral Transfer Sheet</u>, which includes the name of the school social worker to whom the referral is to be transferred, the name of the student, and the date of the transfer. Once providing the necessary information, the school social worker sends the transfer sheet and referral to the receiving school social worker. The social worker transferring the referral must go back into the ESE/Gifted Tracking and Reporting Form to update the SSW name. The receiving school social worker signs the transfer sheet, which is used to ensure receipt of the transfer of referrals. The receiving school social worker sends the signed transfer sheet to School Social Services Office for processing and documentation.

N. Social History Referral Components and Information

After signing off on a **Social History Referral** (form 2007189) at the school, the referral goes through a chain of events which evolve into a small packet before being received by the school social worker. The packet includes:

- a social history Data Sheet, which is to be filled out by the school social worker at the completion of the report
- a copy of the <u>Social History Referral</u>
- a copy of the **Consent for Formal Evaluation Parent/Guardian Notice** (form 2006119), which must be up-to-date
- a **Parent Notification Letter**
- a student demographics/enrollment browse (containing address, phone numbers, etc.)

Once the packet is received, the school social worker should add the following information/components:

- <u>Contacts for Scheduling Social Histories/Outcome of Referral</u> – used for tracking purposes and possible close-out
- <u>Confidential Social History Interview Structured Worksheet</u> – for handwritten notes
- <u>CrossPointe or Data Warehouse student browses</u> (i.e., Enrollment History, Attendance Browse, Discipline Referrals, Grades, etc.)
- <u>Social History Cum Record Review</u> form
- **Parent Satisfaction Survey** – which is completed by the parent/guardian at the end of the interview
- <u>Teacher/School Staff Interview Guide</u> – which should not be given to the teachers to complete without their consent (an e-mail soliciting the information may be utilized)
- <u>Student Interview</u> form – when applicable
- Copies of any other pertinent documentation (community resources, etc.)

O. Steps Before the Social History Interview

1. Ensure parent consent

Ensure that the parent/guardian has given consent for the Social and Developmental History to be completed. A social history interview should not be conducted until the referral form has been properly processed and received by the school social worker. **For initial evaluations, a social history interview may be conducted with the parent prior to the referral being processed in the School Social Services office. For reevaluations, if the interview is conducted prior to the referral being processed, the school social worker must contact the database clerk to ensure that the date of the interview matches the date of referral.**

2. Review the student's cumulative record

- information related to student's academic progress and behavioral concerns (i.e., Individual Education Plan, PST, Functional Behavioral Assessment, conferences, etc.)
- information on the student entry form
- school screenings (vision, hearing, speech, and language)
- psychological evaluations (date and author)
- FCAT scores
- birth certificate (verify legal name, date of birth, and parents' names)
- teacher comments
- legal/custody documentation
- records from out-of-county schools

   Note: The Social History Cum Record Review form may be used.

3. Review the student's electronic records

- Student Demographics/Enrollment
- Attendance (current and previous history)
- Discipline
- Enrollment History
- Academic History
- Special Programs (i.e., ESE)
- School Social Worker Query
- Other relevant browses

4. Solicit school staff input

Solicit current information from the student's teacher and/or school psychologist. The Teacher/School Staff Interview Guide form may be used to gather information. **This form must not be given to teachers to complete without their consent.** An e-mail soliciting the information may be utilized.

5. Contact the family to arrange the interview

- introduce yourself

- mention that a <u>Social History Referral</u> has been received, which was generated from the parent consent signed on stated date
- explain the purpose of the social history report in the evaluation process
- indicate the time-frame of the social history interview
- agree upon a location for the meeting
- notify the parent that you may be observing/interviewing the student

6. Conduct a student observation/interview

P. Overall Strategies for Conducting the Social History Interview

Social history interviews should be conducted in the home. Interviews at the school site would only be conducted when there are concerns about personal safety or at parent request. A parent may also request that the interview be conducted at their worksite. A telephone interview is only appropriate when the other options have been exhausted, which occurs only in rare cases.

Begin the interview by establishing rapport with the parents. Review the purpose of the social history report. Ask if they have any questions. Help the parents feel comfortable by speaking respectfully and being friendly. Let them know that the goal is to work together as a team to help their child succeed in school. If the parents are reluctant, allow them to express their concerns and ask any questions.

Maintain rapport with the parents/guardians by listening attentively and using appropriate eye contact. Do not have an obvious time-frame. If the parents are hostile, find out what they are upset about. Validate concerns and respect their feelings. Let the parents know their rights regarding the interview and other matters of due process. Provide community and parental education information, as appropriate.

To conclude the interview, clarify any areas of concern and check for understanding. Ask the parents if there is anything that has been discussed that they do not want included in the Social and Developmental History report. Inform them that the final report may include information from the cumulative record, teacher, and student observation/interview. Explain the staffing process and the importance of their participation. Let the parents know that the information gathered will be shared with the staffing committee. Inform the parents that the staffing will be an opportunity for their concerns to be voiced and questions answered. Solicit feedback from the parents by asking them to complete the **Parent Satisfaction Survey**.

Q. Emergency or Priority Social History Requests

The following procedures should be followed regarding a **Social History Referral** (form 2007189) considered to be an emergency or a priority in nature:

1. Emergency Referral

   An emergency social history request is made by the principal/designee when a student poses an immediate threat to themselves or others. This <u>Social History Referral</u> takes precedent over all other referrals in the school social worker's caseload, irrespective of schools. A letter/e-mail from the principal/designee requesting the emergency social history must accompany the referral. This letter documents the need for emergency status. A **Concern of Harm: Checklist** form must be completed by the school and *should* accompany the referral. The interview must not be delayed if the <u>Concern of Harm: Checklist</u> form is not attached to the packet. **All emergency social history reports should be completed within one calendar week.**

2. Priority Referral

A priority social history request is made when a principal/designee determines that a student's referral be placed ahead of the other <u>Social History Referrals</u> from their school. A letter/e-mail from the principal/designee requesting the priority social history must accompany the referral. **All priority social history reports should be completed within <u>two calendar weeks</u>.**

Note: If the school social worker is not able to complete the emergency or priority social history report within the recommended time-frames due to difficulty in arranging the parent interview, school personnel should be notified.

R. Out-of-District Social History Reports

All social history reports completed by personnel outside the Volusia County School District must be submitted by the school personnel to the assigned school social worker for review and approval at the time of student's enrollment, regardless of placement status. The report should be accompanied by the **Social History Approval** (revised 9/2019). The school social worker will then make a determination of approval or disapproval, or the need for additional information to be gathered.

1. **Guidelines for Reviewing and Processing Social Histories Completed Outside Volusia County Schools**

    The following factors should be considered, in combination, when reviewing social histories completed by someone outside of Volusia County:

    a) **Date Completed**: Social history reports completed less than three years from the date of review may be considered acceptable. There may be instances where a report submitted for approval is of very good quality but is over three years old. Professional discretion may be used in conjunction with the need to gather updated information.

    b) **Content**: The content of a social history report should closely follow the components outlined in a social history report completed by Volusia County Schools. An exception to this may be situations where it is impossible to obtain current information and approving the existing document may assist in determining the student's placement.

    c) **Completed by a Professional**: A social history report should be completed by a school social worker or other member of the helping profession. A signature on the report is preferred, but not required.

    Professional discretion is exercised when determining how such reports may be used. If the standards are met, the social history report may be approved. Upon approval, if it is determined that additional information is needed, then the need for a Social History Update should be indicated in the comments section of the <u>Social History Approval</u> form (i.e., "Please submit request for a Social History Update.").

2. **Completing the Social History Approval Form**

    a) The top section of the <u>Social History Approval</u> form must be completed by school personnel and attached to social history report.

    b) The bottom section is then completed by the school social worker. It should indicate whether or not the social history report is approved and should be dated and signed. The <u>comments</u> section may include pertinent information that should be relayed back to the school.

c) The following information should be written on the first page of the social history report (in the upper, right-hand corner) by the school social worker:

- Statement: Approved for Social History **OR** Not Approved for Social History
- Date of approval/non-approval

3. **Procedure for Processing Approved / Non-Approved Social History:**

The approved out-of-county/district social history is processed as follows:

a) Once reviewed and the out of county/district social history will be approved, the parent should be contacted to advise the out of county/district social history meets the criteria and will be used, parent consent must be modified (contact administrator), and approval noted on the consent form and event relocked. The revised consent needs to be uploaded to the Notice of Evaluation and Request for Consent form. School social worker removes their name from the ESE/Gifted Tracking and Reporting form and the event is relocked by the department/designated administrator.

b) The social history report and the approval form needs to be uploaded as a PDF to the ESE Staffing Eligibility Determination Meeting Event area named as "last name, first name, student ID, Out of Co SH and date".

c) Email a copy of the approval form and out of county social history to the school Principal, DPS and School Psychologist and print for the file (it is always good to request a read receipt and print for the file).

d) A copy of the social history report and a copy of the approval form are sent to Dianne's office for storage/retention.

S. Instructions for Closing Social History Referrals

Before a social history referral can be closed, the following attempts to contact the parent must be done and documented on the Contacts for Scheduling Social Histories/Outcome of Referral form:

- at least two attempts to schedule an appointment by phone
- at least one attempt to schedule an appointment through a home visit
- at least two correspondences by mail to schedule an appointment
- at least one attempt by school personnel to schedule an appointment

Procedure for Social History Close Outs/Inactivation in FOCUS

After following the due diligence attempts shown on the Contacts for Scheduling Social Histories/Outcome of Referral (see form for descriptions of contacts and suggested number of attempts), if you must close out a referral please do the following:

- Complete (type) the Contacts for Scheduling Social Histories / Outcome of Referral form
- Complete the Social History Closure Letter to Principal and other stakeholders (i.e., SP, DPS, etc.)
- Email both forms to Dianne for approval

- After receiving approval from Dianne, upload the Social History Close Out letter as a PDF to the ESE/Gifted Tracking & Reporting Form area named as "last name, first name, student ID, SH closeout and date of closeout"
- Email Social History Close Out letter to the School Principal, DPS and School Psychologist and print for the file (it is always good to request a read receipt and print for the file, if desired)
- Have your site secretary label the file as follows:
  Student's last name, first name   School year (example: 18-19 or 19-20)
                                     SH CLOSE OUT
- Send the file with all documentation to my office for storage/retention

<u>VCS Referral for Evaluation Inactivation Form:</u>

- Using the **Volusia County Schools Referral for Evaluation Inactivation Form** can only be initiated for 3 reasons: 1) the student has withdrawn from VCS; 2) the parent has revoked consent to continue the evaluation process and 3) the parent has not made the student available for the comprehensive evaluation to be completed. This formal inactivation closes the entire evaluation that was originally requested for a student. The evaluator who received notification to inactivate must complete the inactivation form and notify all evaluators (SP, SSW, Speech, DPS, etc.) and upload the form into **ESE Staffing Eligibility Determination Meeting area** named as "last name, first name, student ID, Inactivation and date of inactivation"

Placing social history referrals on "closed" status allows for schools to request reactivation of the referrals within the same school year. **A new parent consent will be required when the following criteria are met: a request for initial social history assessment was closed out by the school social worker following the department guidelines, a close-out letter was sent to the school by the coordinator, the Social History Close Out letter was uploaded as a PDF to the ESE/Gifted Tracking & Reporting, and the 60-day timeline has expired.** If the 60-day timeline has not expired and the school requests that a social history assessment be completed, the reactivation of the referral will be determined by the coordinator. The willingness of the parent and the timeline remaining on the initial consent will be key factors when considering the reactivation of referrals.

T. Social Service Reports

Staff will now be able to run individual Open Referral reports twice a month. This practice would be done as a cross reference to ensure all the referrals being sent into the Coordinator via Lisa Woebkenberg are getting captured. At the end of each month, each staff member is responsible for sending their completed report with all notations to Lisa Woebkenberg, office specialist, so the Coordinator can review. **Everyone MUST indicate the Date of Interview (DOI) as well as the social history completion date in the Comment/date section.** If you have not yet done the interview, please note that you are "in the process of scheduling" or "pending contact" or something. If the report is still in the process of being typed, please note that you are "typing" with a projected completion date. If the referral has been closed, please indicate the date you closed the referral on the forms as well. If the referral was transferred, please indicate to which social worker it was transferred.

Please do not send in your monthly reports without making notations in the Comment section. If you do not have any students on your report, the information will be reflected on the master database. If you have students listed, you must make a brief notation. <u>DO NOT LEAVE the Comment/Date area blank</u>.

U. Medicaid

The **Medicaid Certified School Match Program** allows school districts to bill Medicaid for Medicaid eligible services for Medicaid eligible students. Volusia County Schools are reimbursed for services provided by the school social worker, including social history referral process and Counseling as a Related Service (CARS). Categories of service that are billable include: assessment and evaluations; interviews, social developmental studies, and functional assessments; development of evaluative reports; Counseling as Related Service and consultation/coordination with school staff.

As of July 1, 2011, the district Medicaid Service Tracking Office launched an electronic system which replaced the need for the former ESE Service Form – Social Work Services and ESE Referral/Social History form. Refer to the Volusia County Schools Service Tracking Resource Manual for further information. The system can be accessed through this link: **http://ixs1/applications/student/ese**.

V. Legal Issues

When writing a social history report which will be filed in the student's cumulative record, one must be sensitive to the school's "need to know" versus the family's "right to privacy." The coordinator of School Social Services must ensure that staff members are familiar with federal, state, and district requirements regarding access to student records and other rights. "Records are kept to assist the school in offering appropriate educational experience to the student. The interest of the student must supersede all other purposes." (Fischer and Sorenson, 1985)

Some Best Practice Guidelines to Follow

1. Although civil protection should exist from the district School Board if the worker is acting in good faith and within the job description, professional liability insurance is recommended. Policies are available through professional groups and the Florida Department of Education.

2. Written parental consent must be obtained prior to beginning the social history assessment.

3. The reader of the social history should always be able to distinguish between facts, observations, and writer's professional conclusions. School social workers should never express their personal opinions in the report.

4. Always indicate the informants' names in relationship to the student. When recounting an interview, be sure to clarify who said what (i.e., "_____ stated, indicated, reported, responded, commented, expressed, noted, shared, said that…" or "According to _____ ..." or "_____ describes his child as..."). Do not write "parent believes" or "parent thinks" or parent feels," rather state "parent stated that she believes…"

5. Use quoted statements sparingly – as all quoted statements MUST be accurate.

6. Sensitive information should be included only to the extent that it is educationally relevant.

7. If a student has been a victim of sexual abuse, it may be relevant to include this sensitive information in a social history report. However, the word "sexual abuse" should not be used. Instead, the writer may use the following examples, i.e., "the student has suffered a traumatic event that is impacting their academic performance or behavior," **_OR_** "a variety of family crises have occurred," **_OR_** "there are issues being addressed." Do not include unnecessary details about the abuse. Ask the parent if the abuse was reported and act according to the legal mandate. If the abuse has not been proven legally, use the word "alleged." State the source who gave the information about the student's abuse. Ask the parent if there has been anything discussed that they do not want included in the social history.

8. If there is a concern about a completed social history by a parent who did not participate in the interview process, whether custodial or not, an addendum may be done. A new consent form, depending on the circumstances, may need to be signed. Examples of possible situations that may arise include: parents have shared legal custody or child lives with one parent. Either parent may be interviewed and only one consent is needed. If parents do not have shared legal custody and the child resides with the parent who does not have custody, either parent may do the social history, if no parental rights have been terminated. **In difficult cases regarding guardianship, consult with the Records and Compliance departments.**

   Florida Statute **1000.21(5)** defines "parent" as "either or both parents of a student, any guardian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of the parent." Part 300 – **Assistance to States for the Education of Children with Disabilities** (300.20) defines "parent" as "a natural or adoptive parent of a child, a guardian but not the State if the child is a ward of the State, a person acting in place of a parent (such as a grandparent or stepparent with whom the child lives or a person who is legally responsible for the child's welfare), or a surrogate parent who has been appointed in accordance with 300.515."

9. Names of other foster children in the home must not be included in the report.

10. Completed social history reports must not be faxed or e-mailed to schools or parents due to confidential information.

11. Do not include information about race. Do not inquire or include information about religion unless it is a prominent part of the family's identity and helps with understanding the student's behaviors.

12. Communicable diseases are not mentioned in social history reports, even if the person gives consent. The writer may report that "student/parent has a chronic health condition." Refer to *A Parent's Guide to Communicable Diseases* (2004) produced in cooperation with Volusia County Schools and Volusia County Health Department for a complete list. Be familiar with the School Board Policy #216:

   > Under Florida Statutes, the Department of Health has supervision over matters pertaining to public health, including that of school students. Laws, rules and, regulations relating to contagious or communicable diseases and sanitary matters including 64D-3.001, Florida Administrative Code, shall be followed. The superintendent of schools cooperates with the county health officer in accordance with the rules and regulations prescribed by the State of Florida.

13. Do not include negative information about school staff. Make a general statement when a parent insists on the information being included in the report. For example, "parent disagrees with school personnel and the issues have not been resolved."

14. School social workers do not diagnose or assign labels. If you want to allude to a diagnosis, write "Mother reports that her child was diagnosed with ADHD in 1st grade, by Dr. Jane Doe," ***OR*** "Medical documentation shows that_____."

15. Under **Summary and Recommendations** section of the social history report, include your impressions as a professional school social worker. Impressions are interpretation of all the data gathered. It is a diagnostic statement of the problems and needs of the child at home, at school, and in the community. It addresses educational issues and other factors which affect the student's adaptation to the school setting (i.e., strengths of the student and family and how these strengths might be mobilized to solve the presenting problems).

16. In order to prevent the school system from assuming liability for payment of outside services, choose wording carefully. Do not say, "Student *must have* _____ in order to be successful." It is better to say, "Student *may benefit from* _____." It is acceptable to share the names of community resources/agencies, but do not identify private practitioner's names. Another suggestion would be to advise the parent to contact the family's insurance company for a list of providers.

Other Do's and Do Not's of Documentation

The suggestions below may be useful in the social history report process. This list is not all-inclusive:

1. Be sure to use blue ink to sign and date all reports.
2. DO NOT use one-sentence paragraphs.

3. Qualify your observations and comments (i.e., "Student appeared tired, as demonstrated by his repeated yawning" **_OR_** "it seems..."). Use descriptions to define what you observe (i.e., "agitated," "irritable").

4. When reporting results, use the phrases "which suggest" **_OR_** "are consistent with."

5. DO NOT mention ESE or DSM labels, unless the student already has one.

6. Remember that parents have access to our records and schools routinely give copies of social histories and other documents to parents upon their request. It is also possible for our files to be subpoenaed by the courts.

7. DO NOT let the signature lines go to a new page (change the "page setup" margins for top and/or bottom, etc.).

8. ALL social history reports must be professionally written and educationally relevant.

Source: Adapted from The Social History: Best Practice Guidelines

SOCIAL AND DEVELOPMENTAL HISTORY OUTLINE

(Information in the social history report should be <u>educationally relevant</u>)

Significant information from previous social histories should be reflected in Social History Update under corresponding sections.

NOTE: *The "Confidential Social History" reports are <u>computer</u> <u>shell forms</u>, and should be personalized and saved to your computer as a Microsoft Word Template. The forms are designed for use with the **F11 key**, to "drop down" to each new section.*

I. <u>Cover Page/Footer/Header</u>

A. Use appropriate cover page: regular Social and Development History, Social History Update, or Social History for Child Find

B. DOB and Date of Interview (DOI) must be consistently written, i.e., DOB 4/2/2000 and DOI 2/2/2007 or April 2, 2000 and February 2, 2007

C. Age/Grade – denoted by a number

D. Footer should be on the bottom of the page with MIS number and current revision date

E. Header – Student (First name, Last name)

        DOB (consistently written with cover page)

F. There should be two (2) spaces between each header category

II. <u>Referral Information</u>

A. Initiator and date requested by school psychologist or district placement specialist

B. Reason for referral (specific reason checked on referral form)

C. Updates/reevaluation reports – list current exceptionality

D. Define the content/layout of the social history report

E. Date referral received by school social worker

F. Source(s) of information gathered

1. parents/guardians interview (include names/date/location)

    Note any ***extreme*** difficulties in arranging interview or unusual circumstances surrounding parents' inability to participate

2. cumulative record review (verify legal name, date of birth, and parents' names on birth certificate)

3. teacher comments/school staff input

4. student observation/interview (include date)

5. electronic data browses

6. previous social history, if applicable (include interview date, author, and interviewee)

III. Family Background

A. Family Composition – include names, relationship to student, ages, employment, and education of adults/children residing in the home at present

   NOTE: *If using table style format for this section, include the following headings*:
   Name, **Relationship**, **Age**, **Employment**, and **Education**. *(There is no need to include the same information captured in the narrative portion.)*

B. Length of time at current address

C. History of residences for student (include student's emotional reactions to moves)

D. Pertinent information regarding parents/guardians (i.e., custody/court orders, etc.)

E. Parents' perceptions of how everyone gets along (i.e., interaction with parents, siblings, etc.)

F. Activities the family enjoys doing together (ASK: *What time do you enjoy most with your children?*)

G. Community involvement/support (i.e., YMCA, church group, support group, etc.)

H. Strengths of the family (ASK: *What has helped the family survive thus far? What is working for your family? What family accomplishments bring you pride? When things were going well, what was different?)*

I. Challenges the family is currently facing (i.e., economic instability, cultural, language, and diversity issues: racism, sexism, classism, etc.)

J. Other family issues that may be affecting the student (include student's reaction to)

   1. deaths or significant losses

   2. traumatic event (i.e., sexual, physical, emotional abuse)

   3. use of alcohol or drugs (i.e., neighborhood and peer influences, family history of substance abuse, etc.)

   4. family problems (i.e., divorce or other marital issues, unemployment, etc.)

K. Family goals/aspirations

L. Other sources of income or financial assistance (i.e., child support, food stamps, SSI, etc.)

M. Other significant person(s) not in the home, including absent parent (identify names, relationships to student, ages, education, employment, and contact with student).

   NOTE: *If using table style format for this section, include the following headings*:
   Name, **Relationship**, **Age**, **Education**, **Employment**, and **Contact with Student**.
   (There is no need to include the same information captured in the narrative portion.)

IV. Developmental/Medical History

A. Pregnancy

   1. mother's emotional health

      a) emotional reaction to pregnancy

      b) presence or absence of emotional support

2. mother's physical health

    a) access to prenatal care

    b) complications during pregnancy

    c) use of medication

    d) use of alcohol, drugs, or tobacco **(DO NOT indicate "denied use of")**

    e) length of pregnancy (i.e., pre-term, full-term, post-term)

B. Labor and delivery

1. duration and/or complications of labor

2. type of delivery

3. place of birth

4. weight – *normal weight is 5.5-10 pounds* (example: 8 pounds, 6 ounces)

5. complications at birth

    a) baby (i.e., respiratory, jaundice, infection, seizures, cord around neck, turned blue, etc.)

    b) mother

6. length of hospital stay for baby and mother

C. Early Development

1. achievement and age accomplishment of developmental milestones

    a) sit up – *normal age is 4-8 months*

    b) crawl – *normal age is 9-10 months*

    c) walk – *normal age is 12-24 months*

    d) single word speech – *normal age is 18 months*

    e) talks using phrases – *normal age is 2 years*

    f) toilet trained – *normal age is 3 years* (concerns or current problems)

2. concerns/worries during early development (i.e., asthma, fevers, ear infections, indifference or aversion to affection/physical contact, failure to cuddle, lack of eye contact/facial responsiveness, failure to respond to parents' voices, difficulty being soothed, restricted range of interests, odd or bizarre behaviors, prefers to play alone, lack of imaginative play, preoccupation with external stimuli, inflexibility to routine/rituals, etc.)

3. other developmental concerns (include medical interventions for identified problems)

    a) speech (i.e., regressive, perseverate, echolalia, repetitive, flat affect, inappropriate pitch or volume, etc.)

    b) hearing (i.e., hypersensitivity to sound, inconsistent responses to sound, etc.)

    c) vision (i.e., exaggerate reactions to light, etc.)

    d) diet (i.e., texture of food, refuses to eat a variety of foods, pica [eats things that are not food] etc.)

4. rate of child's development (ASK: *How did this differ from his/her siblings?*)

D. Medical History (as relevant, include relevant information from cumulative record)

    1. health insurance

    2. physician name

       a) last examination

       b) findings

    3. dentist name

       a) last examination

       b) findings

    4. present physical health (i.e., nature of the problem and short-term vs. long-term effect on student)

       a) school screenings – vision, hearing, language, and speech (pass/fail dates)

       b) general health

       c) ongoing health concerns/diagnoses (include initial date)

       d) frequent illnesses

       e) allergies

       f) medications/treatments (include effectiveness)

    5. present mental health (i.e., nature of the problem and short-term vs. long-term effect on student)

       a) ongoing health concerns/diagnoses (initial date)

       b) medications/treatments (effectiveness)

    6. past physical/mental health (include age of occurrence, type, length of treatment, recuperation period, diagnosis and/or prognosis)

       a) injuries or accidents

       b) illnesses or chronic conditions

       c) medication/treatments (include effectiveness)

       d) hospitalizations or surgeries

    7. family history (**if considered to be significantly affecting student**)

       a) medical problems (maternal/paternal)

       b) mental health problems (maternal/paternal)

NOTE: Family medical/mental health history may be reported in **Family Background** or **Socioemotional/Behavioral Functioning** sections if affecting entire family.

V. **Educational History**

NOTE: *For Child Find/Pre-K, refer to "Questions for Pre-Kindergarten Social History" form.*

A. Pre-school experience

    1. primary caretaker prior to entering

    2. name of pre-school

    3. student's age in pre-school

4. length of care in pre-school

5. teacher/parental concerns about student (i.e., behavior problems, lack of self-help skills, difficulty learning numbers and letters, **restricted range of interests, odd or bizarre behaviors, prefers to play alone, lack of imaginative play, preoccupation with external stimuli, inflexibility to routine/rituals, etc.)**

B. Computer data review and summary or data warehouse (past/present when applicable)

1. Student Demographics/Enrollment

2. Special Programs (i.e., ESE, DP, C/C, homeless, ESOL, etc.)

3. Attendance – absences (excused and unexcused) should be addressed in all social histories, even when it has not been a problem; lates (unexcused) and tardies (excused) need to be defined for clarity; include suspension days

4. Enrollment History – schools attended with dates (include history of excessive absences)

   NOTE: *If using table format, include the headings:* **School Year**, **Grade**, **School Name**, **Concerns**

5. Discipline (specific incidents or general problematic behavior)

6. Academic History (i.e., any significant changes)

7. School Social Worker Query

C. Cumulative record review and summary (including dates) *Refer to Social History Cum Record Review*

1. psychological evaluation – include date(s) and author(s). Reference the fact that there is a psychological report on file that can be assessed for further data.

2. FCAT test scores (most recent/current level)

3. SST or PST notes (include student's general response to interventions)

4. teacher comments/conference notes

5. records from out-of-county schools

6. relevant information on student entry forms

D. School staff perception and comments *(Refer to Teacher/School Staff Interview Guide)*

1. student's strengths (ASK: *What comes easily to this student? When does this student work best independently? What special classroom job would this student most excel at?)*

2. interventions/motivators *(ASK: What have you done that has helped the student the most? What motivates this student?)*

3. academic progress/challenges *(Describe a task that was difficult for this student and a way he/she overcame.)*

4. behavior at school (ASK: *How frequent is the behavior? What motivates the student to show this behavior? Can you predict when the behavior will occur? What factors make it worse? What are some strategies already tried to address the problem? How successful was each strategy?)*

5. social functioning

6. relationship with teacher(s) and/or administrator(s)

7. parent contacts (frequency and type)

E. Parents' input regarding school

1. student's like/dislike of school (i.e., separation anxiety, school phobia characteristics, loss of interest, etc.)

2. student's strengths

3. nature of the student's problem/limitations

4. onset and frequency of problem/limitation

5. cause of problem/limitation

6. other areas of concern regarding the student (i.e., academics, behaviors, social relationships, etc.)

7. parents' contacts with the school regarding these concerns/limitations/problems

8. homework

   a) habits (ASK: *What would it look like if your child had terrific homework habits?*)

   b) parents' comfort with helping

9. parents' educational goals/expectations for student (short-term and long-term)

10. willingness/ability to be involved in any suggested education services (i.e., school-based resources)

11. obstacles that may hinder progress at home or school

12. family education experiences (family history of learning problems/disabilities or giftedness)

F. Student contact (include date)

1. observation

2. interview *(Refer to Student Interview form)*

   a) personality (ASK: *What are some words that would describe you?*)

   b) strengths (ASK: *What do you like about yourself? What are you good at?*)

   c) interests (ASK: *What interests you? If you had to join a sport, hobby, or club, what would it be?*)

   d) motivators (ASK: *Do you like school? What is your favorite subject? What makes you wake up in the morning? What is your favorite part of the day? What gets you excited?*)

   e) most valued accomplishment (ASK: *Of what are you most proud?*)

   f) support system (ASK: *What people have given you special understanding, support, and guidance? With whom are you closest to? How has your family helped you out? How has your teacher helped you out? Do you feel comfortable asking for help from your teacher?*)

   g) educational goals or other goals (ASK: *What do you want to be when you grow up? How far do you see yourself going educationally? What grades do you strive to achieve on your report card?*)

   h) coping skills (ASK: *How have you managed to survive this far? When things were going well, what was different? How do you calm yourself when upset or angry? How do you relax and have fun?*)

   i) social skills/friends (ASK: *What are your friends like? Do you have a best friend? How have your friends helped you out? What is your favorite way to help people out? What is one way you're a good friend? Who are your role models?*)

NOTE: **If unable to obtain information directly from teacher/school staff and student, briefly indicate why**.

VI. Socioemotional/Behavioral Functioning

A. Student's personal characteristics

1. description of personality (i.e., leader, outgoing, creative, emotional, independent, happy, jealous, moody, shy, etc.)

2. strengths and positive qualities (i.e., generous, forgiving, trustworthy, determined/persistent, high self-esteem, confident, etc.) (ASK: *What is your child good at? What does your child do that makes you proud?*)

3. favorite activities, interests, or hobbies (include level of involvement)

4. behavioral/emotional goals

B. Social interaction/relationships

1. after school activities (i.e., team sports, clubs, YMCA, scouts, part-time job, etc.)

2. ability to build or maintain satisfactory interpersonal relationships with peers (i.e., tolerance of others, bully, etc.)

3. level of social functioning (i.e., leader/follower, peacemaker/fighter, bully/victim, etc.)

4. peer influence (negative or positive)

5. preferred peer group (younger, older, same age)

6. interaction with adults/authority figures

C. Independent functioning

1. age appropriate capabilities and daily living skills (i.e., dress/bathe self, tie shoes, put toys away, make bed, fold/wash laundry, prepare own meal, etc.)

2. personal choices/decisions (i.e., personal hygiene, self-regulation, substance use, risky behavior, responsible behavior, etc.)

3. assigned chores

4. compliance with doing chores (i.e., hassle or not)

D. Behavior Management Techniques

1. disciplinarian

2. behaviors disciplined for

3. methods (i.e., ignore, scold, spank, threaten, reason, redirect, time-out, restriction, etc.)

4. effectiveness

5. consistency

6. frequency

7. main person who rewards

8. behaviors rewarded for

9. rewards for positive behavior

E. Behavior in the community

    1. student's involvement in secret societies

    2. criminal activity/involvement – past/present (i.e., Teen Court, DJJ, etc.)

F. Emotional/behavioral checklist (significant, out of the ordinary, or longstanding – lasting a minimum of 6 months) *Check all that apply and expand upon in report.*

☐ **Repetitive motor movements**	☐ **Restricted/fixated interests**	☐ Temper tantrums
☐ **Poor social skills**	☐ Eating problems	☐ Non-compliance
☐ **Overreacts**	☐ **Sleeping problems**	☐ Resentment/holds grudges
☐ **Poor/abnormal eye contact**	☐ Grinds teeth	☐ Anger
☐ **Self-injurious/abusing**	☐ Thumb/finger sucking	☐ Verbal aggression
☐ **Compulsive**	☐ Anxiety/panic	☐ Destructive behaviors
☐ **Difficulty with changes**	☐ Unusual fears/worries	☐ Physical aggression
☐ **Unusual play**	☐ Somatic complaints	☐ Cruelty to animals
☐ **Odd/bizarre behavior**	☐ Depression/sadness	☐ Lying
☐ **Rocking**	☐ Withdrawal	☐ Blames others
☐ No recognition of danger	☐ **Loss of interests**	☐ Demanding/Hard to satisfy
☐ Impulsiveness	☐ Low self-esteem	☐ Stealing
☐ Withholds affection	☐ Hides feelings	☐ Fire-setting
☐ **Overactive/fidgety**	☐ Underactive/low energy	☐ No remorse
☐ Poor task completion	☐ Moodiness	☐ Risk-taker
☐ Inattentive/unfocused	☐ Cries excessively	☐ Jealousy
☐ Easily frustrated/annoyed	☐ Hallucinations/irrational thinking	☐

ASK interviewee: *"Is there anything you would like to add, clarify, or omit?"*

Complete the Autism Spectrum Disorder Parent Questionnaire when applicable

VII. Summary and Recommendations

The school social worker's impression (a diagnostic statement of the problem and needs of the child at home, at school, and in the community) should be included in this section. Address educational issues and other factors which affect the student's adaptation to the school setting. Discuss strengths of the student and family and how these strengths might be mobilized to solve the presenting problems. Impressions are interpretation, based on social work principles, of all the data gathered.

A. Recap of student information

    1. referral information (date of, referred by, date received)

    2. identifying information (student's name, age, grade, school, current exceptionality)

3. summarize student's strengths

4. summarize parent/teacher/school staff concerns regarding student

5. summarize current diagnoses, medication, and treatment

B. Recap of parent interview

1. Interviewee, date, place

2. interview summary

3. family's view/recognition of the problem including family's strengths and parents' willingness and/or ability to be involved in implementation of suggestions for change

4. identifications of possible obstacles which may preclude progress at home and at school

    Example: "Mother and father recognize that their work schedules, coupled with a brief period of marital separation last year, have impacted their son negatively both emotionally and academically. Parents seem to be willing to work on these areas, but father traveling throughout the week may impede much progress."

NOTE: *No new information is to be introduced in the recap section.*

C. Community Services/Agencies

1. supportive counseling/education information shared with or provided to parent

2. community agency referral

3. services previously or presently received by family such as therapy, DCF involvement, parenting classes, counseling, etc. (include type, date of service, and service provider)

D. School social worker's impressions/recommendations/follow-up

1. analysis of primary strengths and needs of the student of the systems that interface with the student

    Example: "Mark may be in need of increased structure and more positive individual attention at school and at home."

2. development of goals reflective of how the family, school social worker, and school personnel work together to support the student and/or bring about change

3. plan of intervention when indicated

    Example: "As needed, this worker will provide emotional support to the family, link them to appropriate services and resources, and work with school personnel to make recommendations for additional interventions."

SOCIAL AND DEVELOPMENTAL HISTORY FLOW CHART

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┌─────────────────────────────────────────┐
│   Consideration of need for social history│
└─────────────────────────────────────────┘
              │
┌─────────────────────────────────────────┐
│   Receipt of referral for processing      │
└─────────────────────────────────────────┘
              │
┌─────────────────────────────────────────┐
│   Initial contact with parent/guardian to │
└─────────────────────────────────────────┘
              │
┌─────────────────────────────────────────┐
│   Review historical data from cum folder  │
│   and computer browses                    │
└─────────────────────────────────────────┘
              │
       ┌──────────────┐
       │   Teacher     │
       └──────────────┘
       ┌──────────────┐
       │   Student     │
       └──────────────┘
       ┌──────────────┐
       │  Parent/Guardian│
       └──────────────┘
              │
┌─────────────────────────────────────────┐
│   Assessment of need for additional       │
│   information                             │
└─────────────────────────────────────────┘
              │
           ◇ Coordination of ◇
      ◇ If ◇
  ┌────────┐  ┌────────┐
  │Outrea  │  │ SSW    │
  │        │  │        │
  └────────┘  └────────┘
              │
       ┌─────────────────────────┐
       │ Evaluate data collected and│
       └─────────────────────────┘
              │
       ┌─────────────────────────┐
       │  Development of the       │
       └─────────────────────────┘
              │
       ┌─────────────────────────┐
       │  Presentation of report at│
       └─────────────────────────┘
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