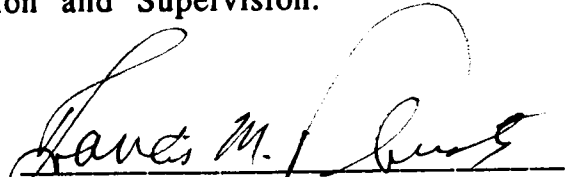
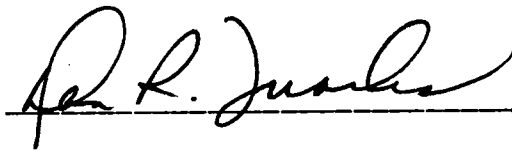


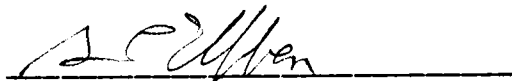
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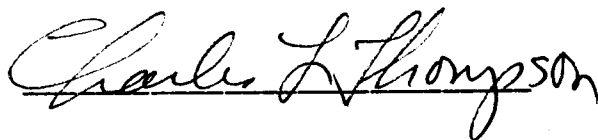
I am submitting herewith a dissertation written by Sue Comer Sisson entitled "Perceptions of the Role and Performance of the School Social Worker." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.


Francis M. Trusty, Major Professor

We have read this dissertation
and recommend its acceptance:







Accepted for the Council:


Vice Provost
and Dean of the Graduate School

**PERCEPTIONS OF THE ROLE AND
PERFORMANCE OF THE SCHOOL
SOCIAL WORKER**

**A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville**

**Sue Comer Sisson
May 1990**

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To Willard
with love

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ABSTRACT

Currently there exists confusion and conflict in Tennessee concerning the roles of the various professionals in pupil services. There is overlap in the state job descriptions for school social worker, school psychologist, counselor, and attendance worker.

The purpose of the study was to identify and compare the current role of the school social worker in the four largest urban public school systems in Tennessee and to evaluate the quality of his/her performance in that role.

The descriptive questionnaire was composed of 26 school social work services. Respondents were to answer three questions:

1. Does the school social worker provide the service?
2. If not, who provides the service?
3. If the school social worker provides the service, how effective is it?

Five open-ended questions completed the survey.

Participating school systems were Chattanooga, Davidson County, Knox County, and Memphis. Subjects were a stratified random sample of the following professionals: selected central office administrators and supervisors, principals, counselors, school psychologists, and school social workers. The sample was 309. Each subject received three mailings.

Respondents believed that 65 percent of services listed were provided. An additional 19 percent were perceived to be performed in one or more of the participating systems. Forty-seven percent of

services school social workers provided were social casework activities. The most important service was providing social work service to families. Counselors thought school social workers provided the fewest services. There was more perceived overlap of duties with the counselor than with any other professional. School social workers were rated the most effective for the most important services they provided.

In the participating systems, school social workers were attempting to reach more troubled youths than would be possible with the casework approach alone. A team approach would avoid duplication of services and make the maximum use of pupil services specialists. To become more effective, school social workers need to become proactive and more visible in schools. They need to initiate programs of a preventive nature to reach groups of parents and students.

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CHAPTER I

INTRODUCTION

Schools today must provide the socialization that was once the responsibility of the home and community. In addition, schools are expected to provide skilled workers for business and industry and manage an increasing number of marginal and troubled students (Janowitz, 1976, p. 34-35, 104-105). The reasons public schools in the United States have become a provider of multiple services are due to educational, social, economic, and political trends (Coughlin, 1980, p. 30).

Pupil services, a wide array of noninstructional services, have evolved over the years to help meet some of the increasing demands on public education. Among these are school nursing, guidance programs, psychological services, attendance, and/or school social work services.

School social work, one of these specialties, developed in most states as a better method of dealing with student nonattendance than the truant officer approach. The first school social workers were called visiting teachers. They were classroom teachers who began visiting homes of students to assist in solving problems interfering with school progress (Beck, 1959, p. 88).

School social work initially appeared in public schools almost simultaneously in 1906 and 1907 in Boston, Massachusetts, New York City, and Hartford, Connecticut. Rochester, New York in 1913

became the first school system to finance a social work program through the schools (Costin, 1978, p. 28).

According to Alexander:

Much of what social workers do requires remedial, developmental, and crisis resolution work with the individual, group and community problems that stem from the external and internal conflicts of the educational system (N.A.S.W. Standards, 1978, p.1).

Troubled children who are referred to the social worker are those who do not respond to curriculum changes, dedicated teachers, or adequate facilities.

During the 1960's and 1970's, impetus for rapid expansion of social work services in schools came from federal legislation. School social workers were included in federal programs such as Headstart serving disadvantaged children, aiding remedial programs under Title I of the Elementary and Secondary Education Act of 1965, and assisting in school desegregation. School social workers were among professionals specified to provide related services under the Education for All Handicapped Children Act of 1975.

Socioeconomic changes in society have also helped shape the services that school social workers offer. According to Allen-Meares (1988), these include pressures to evaluate outcomes, the demand for accountability, increased social work emphasis on social systems and an ecological approach, and the spotlight on public education caused by reports such as A Nation at Risk (1983). In that document, the National Commission on Excellence in Education warned of the "rising tide of mediocrity" in public education. Other studies and

reports issued by the National Science Board, the Carnegie Foundation for the Advancement of Teaching, the Education Commission of the States, and the Twentieth Century Fund reached similar conclusions (Allen-Meares & Washington, 1988, p. 396).

The increased responsibilities and burdens of teachers and school administrators caused by public reaction to these reports have created almost impossible pressures. Allen-Meares and Washington (1988) declared:

The social turmoil that surrounds the life options of most urban pupils and their changing family patterns that cannot be divorced from their learning situation can be better confronted by social workers working in tandem with teachers and administrators; the burden is simply too great for teachers alone (p. 396).

Research on effective schools has spawned new hope that the challenge of educating all children can be accomplished (Hare, 1988, p. 413). Effective schools are "safe, orderly schools where poor children, as well as middle-class children perform reasonably well academically, as indicated by standardized measures of academic achievement" (Lipsitz, 1984, cited in Hare, 1988).

Although school social workers are rarely mentioned directly in the effective schools literature, their areas of professional expertise are discussed. Strong administrators and competent teachers are required for effective schools but so are pupil support services such as school social workers. These auxiliary personnel must be available to respond to problems beyond the scope of instruction (Hare, 1988).

Statement of the Problem

School social workers have been employed in some of the largest public school systems of Tennessee for over forty years although they are not mandated by state law. In some school districts, the school social worker is the professional entrusted with legally enforcing the Tennessee Compulsory School Attendance Law of 1983. Any school system which employs school social workers shall:

1. Provide a specialized form of social work with focuses on pupils with problems of a social-emotional nature, or origin, which interfere with their normal progress in school.
2. Include the use of social case work methods and extensive knowledge and use of various social institutions and agencies (Rules, Regulations, and Minimum Standards, Book One, 1986, p. 60).

The school social worker has the potential to be a valuable asset in prevention and amelioration of a wide range of problems. However, his/her role in a particular school or school system is limited to the use made of his/her services by the building principal and/or central office administrators.

Considerable progress has been made toward objective evaluation of school social workers in Tennessee in the past several years. The current trend is to use Management by Objectives (Drucker, 1954) and pattern local evaluation after the state Career Ladder evaluation for teachers and other professionals.

The Career Ladder was established by the Tennessee Comprehensive Education Reform Act of 1984. School social workers

were able to enter Career Level I in the fall of 1984. Their evaluation instrument for upper levels of the Career Ladder was field tested in the fall of 1988 and evaluation began in the spring of 1989.

Currently there exists confusion and conflict in Tennessee concerning the roles of the various professionals in pupil services. There is a great deal of overlap in the state job descriptions for school social worker, school psychologist, counselor, and attendance worker. Recommended activities for all of these pupil services workers include counseling of students and parents, referring students and parents to appropriate community resources, serving as consultant to school personnel, and participating in M-Teams for special education students (Rules, Regulations, and Minimum Standards, Book Three, 1986, pp. 127-132; T.E.A. News, 1989, p. 14).

Support for expansion of the school social worker's role and a need for more effective evaluation of that role are described in the literature. However, the school social worker's role in the Tennessee public schools has not been adequately defined nor has the quality of role performance been sufficiently evaluated. Therefore the present study was directed toward filling that research void.

Purpose

The purpose of the study was to identify and compare the current role of the school social worker in the four largest urban public school systems in Tennessee and to evaluate the quality of his/her

performance in that existing role. The investigation sought to determine whether school personnel were satisfied with the services provided and/or whether they would desire different services. An additional purpose was to recommend modifications in the school social worker's role if so indicated by results of this research.

Importance of the Study

This study was significant in several ways. The current school social worker role in the four largest urban public school systems in Tennessee was clarified and analyzed in relation to the levels of organizational decision-making. The researcher used Parsons' model of administrative levels of a school system: technical, managerial, and institutional. Services provided by school social workers were categorized as to whether they were technical, such as direct service to children; managerial, such as liaison activities with parents or community agencies; or institutional, such as policy development (Parsons, 1958).

The research provided information about perceptions of the school social worker's role at a critical time for professional noninstructional services. This information identified the administrative level of services expected of school social workers in the systems surveyed. The models of social work needed to meet those organizations' goals were identified. Information gathered was helpful in planning staff development for school social workers and other pupil service personnel. As a result of the study, strategies

were recommended to increase awareness of other school personnel about the services school social workers have to offer.

Assumptions

Certain assumptions were made at the beginning of this investigation.

1. It was assumed that all participants in the study were familiar with the role of individual or specific school social workers and had an opinion of the effectiveness of services provided.
2. It was assumed that respondents answered individual questionnaire items accurately.

Limitations

The nature of the inquiry imposed certain limitations upon the investigation.

1. The study was limited to the data received from those who voluntarily return the mailed survey.
2. Information from respondents was limited to that requested in one survey at one time.

Delimitations

The researcher delimited the study in the following manner.

1. Research data was delimited to that obtained from employees of the four largest urban school systems in Tennessee.

2. The population of the study was delimited to the following professional personnel of the four largest urban school systems in Tennessee: superintendent; interim superintendent; assistant superintendents; district superintendents and/or directors of instruction and pupil services; directors, assistant directors, and administrators of school mental health centers; assistant director of pupil services center; directors and assistant directors of special education; and supervisors of attendance, guidance, health services, psychological services, social workers, and special education. Other professionals included principals, teachers, counselors, school psychologists, pupil personnel service specialists, psychometrists, psychological services workers, and school social workers.
3. The questionnaire was delimited to the issues of role and performance of school social workers in the four largest urban school systems in Tennessee.
4. The survey instrument was delimited to eight questions, three of which were asked about each of 26 items in The School Social Work Task and Performance Inventory.

Definition of Terms

Specific terminology needed to inform the reader was incorporated in this section.

Attendance services. Attendance services are services provided by school systems to assist nonattending students in getting back into school (Good, 1973, p. 48).

Broker. A broker is the social worker role that links parents and pupils with services that are appropriate (Winters & Easton, 1983, p. 34).

Content analysis. According to Krippendorff (1980), "Content analysis is a research technique for making replicable and valid inferences from data to their context" (p. 21).

Ecological theory. Ecological theory in social work is an abstract conceptualization of the social worker's intervention role between a student and his/her environment (Germain, 1978, p. 539-548).

Guidance program. A guidance program is the pupil service that provides group and individual counseling, consultation with teachers and parents, coordination of school and community activities, student career education, pupil evaluation, and pupil placements and follow-up (Poppen & Thompson, 1974, p. 9).

Institutional system. Institutional system is the highest or third administrative level of an organization (e.g., the school board which has responsibility for policy development and mediating between lower levels of management and community interests) (Parsons, 1958, p.44-45).

Managerial system. Managerial system refers to the middle administrative level of a school system which employs decision-making in mediating between the organization and the community and administering internal affairs (Parsons, 1958, p. 43).

Implementing policy and carrying out administrative decisions also characterize management (Katz & Kahn, 1978, p. 57).

Psychological services. Psychological services in schools is the pupil service that has the responsibility for the examination, diagnosis, and interpretation of educational problems of students by the use of individual tests (Smith, 1964, p. 21).

Pupil services. Pupil services is the administrative division of a school system which supervises professional noninstructional personnel in guidance, health services, psychological services, attendance services, and/or school social work services.

School social work. School social work is the division of pupil services that includes activities concerned with prevention or solution of personal, social, or emotional problems of students. School, family, and community relationships that affect or influence pupils' school performance may be involved (Good, 1973, p. 542).

Social casework. Social casework is a case-by-case method used by social workers in helping one individual or one family group cope with social and/or emotional problems (Fink, Pfouts, & Dobelstein, 1985, pp. 158).

Technical system. The technical system in schools, the lowest administrative level, refers to responsibilities related to the specialized tasks of providing direct service to students, e.g., classroom instruction (Parsons, 1958, pp. 40-41).

Questions

This research study attempted to answer the following questions:

1. What services are provided by school social workers?
2. Who provides the service if it is not provided by school social workers?
3. How effective is the quality of service provided by school social workers?
4. Are there other services not listed in the questionnaire that should be provided by school social workers?
5. What are the three most important services provided by school social workers?
6. Are there ways to improve the quality of the service provided by school social workers? If the answer is yes, please tell how.
7. What, if any, obstacles exist to prevent school social workers from providing the services you see as essential?
8. What changes, if any, do you recommend to improve the services provided by school social workers?

Organization of the Study

Chapter I served as a general introduction to the research project. Included was a statement of the problem, purpose, and significance of the study. Assumptions, limitations, and delimitations

were presented and terms were defined as they related to the subject under investigation.

Chapter II reviewed related literature from education, social work, and psychology. The following computer searches were run: Dissertation Abstracts International, E.R.I.C., Psychological Abstracts, and Social Work Abstracts.

Chapter III discussed methods and procedures. Included was a description of subjects, instrumentation, research methodology, and data analysis.

Chapter IV presented the findings and the summary.

Chapter V consisted of conclusions and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

The following review of related literature served as the background and structure for examining the role and performance of the school social worker. Key issues were perceptions of the school social worker's role, services social workers could provide currently being performed by other professionals, and progress toward objective evaluation of service delivery.

School Social Work Role

According to Jordan (1983), "Many in the educational field assume that the role and function of school social work is clearly understood" (p. 6). According to research, misunderstanding exists by administrators, teachers, and other professionals (Costin, 1969b; Flynn, 1976; Allen-Meares, 1977). Also, misperceptions abound because there is very little in the literature of education about school social work (Randolph, 1982, p.260).

The school social worker has no unique function or role that another professional in pupil services cannot perform. According to Radin (1975), this lack of a clear role definition is due to the overlap in educational, sociological, psychological, and community agency roles. Nevertheless, she declared that an effective school social worker can have an enormous impact in a school. The social worker is in a setting with an abundance of the hard-to-reach population and during a time when interventions can be very effective. The

school social worker's role varies according to the different needs of various school districts and even schools within districts. The social worker must have the skill to provide services that match school and system needs with resources. The ecological unit of the school--the community, parents, students, teachers, and administrators--should cause the social worker to adapt to that particular milieu. According to Constable, role development is "a mutual process that in time will involve most of the ecological units and particularly the administrator who is accountable for the school social worker's services" (1987, p. 2).

If school social work priorities are developed on both system and building levels, clarification of the school social worker's role will result. Staudt and Kerle (1987) recommended that when a principal is informed of systemwide priorities, he/she and the social worker for that school develop building priorities. These should be based on a needs assessment of social work services in that school and community. As a result, the social worker would have a role based on specific tasks, functions, plans, and outcomes (Staudt & Kerle, 1987).

A reason for confusion relating to the social worker's role is how that role fits into the levels of organizational decision-making. These levels consist of the school board, the policy makers; administrators, who provide linkage between top management and teachers; and the service providers. Flynn (1982) suggested that social workers in schools frequently shift to management levels from being direct service providers by providing linkage between teachers and top

management (p. 325). Radin (1975) recommended that school social workers should also include policy issues in their activities (p. 607).

The school social worker's role in Tennessee as outlined by the State Department of Education is significant to this study. School social workers are not mandated but guidelines are provided for those systems who do employ them (Rules, Regulations, and Minimum Standards, Book One, 1986, p. 60). State influences on the role of school social workers are: certification standards, laws mandating enforcement of compulsory school attendance, and recommended school social work services.

The Tennessee State Board of Education has adopted certification requirements for support service personnel in the area of school social work. Prospective school social workers must have completed a competency-based program from an approved college or university and be recommended for certification by that institution. School social workers must demonstrate competencies in the following areas:

1. Values, skills, and knowledge
2. Assessment
3. Methods
4. Foundations of education
5. Utilization of interdisciplinary approach
6. Learning theory and child development
7. The ecology of the pupil
8. Evaluation of effectiveness

9. Integrating knowledge and methods into professional practice
(School Support Services, 1984, pp. 22-23).

Among services recommended by the Tennessee State Department of Education for inclusion in a school social work program are: casework with individual pupils toward correction of personal, emotional, or social problems; casework with parents to assist them in helping their children; consultation and cooperation with school personnel to exchange information and to plan for changes to improve a student's school adjustment; cooperation with other pupil service personnel in referral of students; liaison between school, home, and community agencies; and working with agencies to determine needs and to develop additional resources (Rules, Regulations, and Minimum Standards, Book One, 1986, p. 60). Additional school social work services suggested to school administrators include counseling, services to special education such as providing social assessments of pupils and participation in M-Team meetings, staff development activities, and maintaining relevant social work records (School Support Services, 1984, pp. 14-15).

School social workers in the Chattanooga Public Schools provide services which are assigned to attendance supervisors and/or attendance teachers in some other school systems in Tennessee. Services provided by professionals designated to develop and implement an attendance services program consist of: leadership to insure regular attendance of all children from age seven through sixteen, early identification of nonattending students, remedial action

geared toward preventing nonattendance, development of effective pupil accounting and reporting to parents of absences (Rules, Regulations, and Minimum Standards, Book One, 1986, p. 57).

Influences which are affecting school social work services include the trend toward an ecological approach, the increase in the body of knowledge about social work, and complexity of skills which deal with families, groups, organizations, and communities (Welsh, 1982, cited in Allen-Mears, Washington, & Welsh, 1986, p.213).

Such court cases as Diana v. State Board of Education (1970) and Larry P. v. Riles (1972) have affected assessment procedures in diagnosing handicapped children. These examples of litigation established the right of children to undergo a multidimensional evaluation rather than being certified as handicapped based on psychometric tests alone (Allen-Mears, Washington, & Welsh, 1986, p. 134). School social workers in some school systems provide social histories for students under consideration as seriously emotionally disturbed and adaptive behavior assessments for students suspected of being mentally retarded.

Changes in social work roles brought about by a broader theoretical perspective, federal legislation, and tightening school budgets have not been adequately communicated to school personnel or the larger community (Randolph, 1982, p. 262). School social workers need to be proactive in helping to fashion a visible and viable role for themselves (Goren, 1981, pp.20-25).

In declaring the necessity for the service, Anderson (1979) emphasized:

The notion that school social work is ancillary, supportive, or even therapeutic, should be dispensed with. School social work practice is a basic service that can insure that children will attend school and will be able to learn (p. 2).

However the survival of social workers in schools is in jeopardy because of the "Back to Basics" movement, tight budgets, and emphasis on eliminating "frills" in education. As a secondary discipline, school social workers do not have as much influence as classroom teachers (Brown, 1982, p. 347). Social workers must demonstrate their worth to the organization and have enough numbers and strength that results of their work are evident (Lee, 1983, p. 303).

The Human Factor: A Key to Excellence in Education (1985), a recent national survey of school social workers by the National Association of Social Workers, documented human and social factors interfering with academic excellence. Recommendations were made for increased reliance upon the pupil services staff to work toward prevention and solutions of problems caused by these factors. This would free teachers to fulfill their role--teaching. The roles of the school social worker and the school psychologist should be broadened to make their professional services available to all students. The report issued the following challenge:

Schools should strengthen their pupil services component by giving school social workers, psychologists, guidance counselors and nurses increased responsibility and participation. This is not a luxury; it is a necessary investment in excellence (pp. 17-18).

Allen-Meares, Washington, and Welsh (1986) warn that the role of school social worker as a caseworker is inadequate in the current educational milieu. They declared:

Social workers in schools must develop definitions of their services that allow them to facilitate the attainment of educational goals and academic excellence among all pupil groups, and to assist in the reduction of stress on families through their involvement in community services (p. 34).

According to Humes and Hohenshil (1987), role conflict has occasionally resulted among elementary school counselors, school psychologists, and school social workers because of broadening of duties of school psychologists and social workers. With expanded roles, traditional differences may no longer exist. In the past, the three pupil services have been distinctly different because of certification requirements and specific job functions. The three specialties require similar training but each one has distinguishing features (p. 37-38).

Radin and Welsh (1984) identified the principal tasks unique to the specialties of school social work, school psychology, and school counseling while acknowledging areas of overlap. The school social worker's expertise is in home-school-community relations. The school psychologist's principal duties are to administer psychological tests to individual students and to consult with teachers in planning instructional programs based on test results. The school counselor's main role is developmental, academic, and career guidance.

Similarities of roles of these helping professionals have increased in many respects. Each specialty can perform tasks

competently that others may also have in their job descriptions. In elementary schools in varying degrees, these pupil service workers all provide the following services: primary prevention in mental health, counseling, assistance in adapting the curriculum for individual pupils, and evaluation of helping relationships through outcome-oriented efforts (Humes & Hohenshil, 1987, p. 39).

Duties common to school social workers, psychologists, and counselors concern the response to the educational, social, and emotional needs of children. Whatever services they provide, they possess the knowledge and skill to "assess potential mental health problems and develop a strategy for intervention" (Radin & Welsh, 1984, p. 30).

Several solutions have been suggested by Humes and Hohenshil (1987) to the problem of territoriality of elementary counselors, school psychologists, and school social workers. Among these are:

1. A pupil services division with these professionals reporting to a common administrator,
2. Course work at the university level that recognizes the overlap among disciplines, promotes teamwork, and understands organizational line-staff relationships,
3. Effective communication through regular formal or informal meetings,
4. Mutual respect,
5. All three professionals continuing to some degree with assessment, evaluation, and individual counseling,

6. All three professionals engaged in group counseling based on pupil demand and training,
7. All three professionals included in crisis intervention,
8. All three professionals working with handicapped pupils (p. 43-44).

Recent research regarding administrators' views on expansion of the school social worker role has shown conflicting results. Constable and Montgomery (1985) surveyed school social workers and school superintendents in an area of Illinois regarding perception of the school social worker's role. Respondents in both groups agreed that school social workers were and should be involved in planning and decision-making activities as well as individual casework (p. 255-256).

In contrast to the above study, Zielinski and Coolidge (1982) surveyed administrative attitudes in a rural cooperative toward two different models of school social work--social casework and a general systems model. Results overwhelmingly supported the traditional model. The concern of administrators was that school social workers would not have the time to work on individual problems if they adopted the systems model (p. 129-130).

Flynn's research (1976) implied that pupil services workers limited themselves as much as they were limited by school administrators in expanding their role to systemwide issues (p.480). He compared the perceptions of pupil services members, principals, instructional specialists, and teachers with regard to social work tasks. There was no essential difference between rankings of

building personnel and pupil services workers in the nine social work orientations developed by Costin (1969a). Student services staff ranked policy interventions and system policy higher than the other groups of respondents. However, these had the lowest priority.

Local needs and resources should dictate the manner in which the social worker provides the maximum amount of impact. The Pupil Personnel Services Recommended Policies and Procedures Manual: School Social Work (1983) for Illinois recommended the following role functions in descending order:

1. Emergency/crisis intervention
2. Mandates
3. Teaming
4. Consultation
5. Referral to outside agencies
6. Program development
7. Liaison work
8. Staff inservice
9. Classroom intervention
10. Group work with parents and students
11. Individual counseling with parents or students (p. 10).

Allen-Meares and Lane (1982) did a content analysis of the school social work literature from 1968 to 1980. Articles written during this period spoke to a marked increase in the areas of consultation, assisting with institutional change, and school-community relations (p. 147). An implication of the research was that the social worker role was evolving toward one that is more complex and comprehensive.

At least 70 percent of the articles reviewed by Allen-Meares and Lane (1982) contained a combination of theories, an indication of

broadening role responsibilities. More social work educators combined social interaction, ecological, and systems theory whereas practitioners used some of these broader concepts but also emphasized psychosocial theory (pp. 150-151).

An expanded role would take into account the social systems and ecological environment of the client or clients (Allen-Mears, 1979; Constable & Flynn, 1982; Costin, 1975; Germain, 1978; Goldstein, 1986; Hancock, 1982; Monkman, 1982; Winters & Easton, 1983). Costin (1975) advocated an approach to school social work based not only on general systems theory but also on organizational theory and on social learning theory. The author's earlier emphasis had been on role theory and concepts of planned change (1969a). Germain (1978) uses the ecological perspective to form a bridge between general systems theory and ego psychology. In the model, Monkman (1982) included learning theory, public policy, planning, community organization, role theory, developmental theory, communications theory, and organizational theory (pp. 17-25).

Winters and Easton (1983) conceptualized the school social worker's role as working with problems, resolving crises, and facilitating interactions and transactions of a positive nature (p. 15). By working with groups of children and in crisis intervention, social workers have placed more emphasis on prevention (Rowan, 1978). Radin (1975) recommended school social workers include in their activities curriculum issues, classroom management, and social organization (p. 607).

Allen-Meares used a format similar to The Human Factor: A Key to Excellence in Education research to survey State Officers of Education. One finding was that those officials perceived the social worker's principal roles as providing direct services to pupils and parents and explaining their difficulties to others (School Social Work Information Bulletin, 1986-87, p. 8).

Costin's analysis of tasks (1969a), the classic research study on the school social worker role and services, reflected the school social worker role as that of social caseworker. Of little consequence were:

the concerns expressed in both education and social work literature of the 1960's in relation to the learning problems of many unsuccessful school children and youth, the underlying conditions in the school, neighborhood, and community which contribute to their difficulties, or new approaches to use in the delivery of services to them(p.149).

Of all methods employed by school social workers, social casework has been the best known and most durable (Alderson, 1969, 1972; Allen-Meares, 1979; Anderson, 1974; Costin, 1969a; Gottlieb & Gottlieb, 1971; Hancock, 1982; Smith, 1964). Ego psychology, Freudian psychoanalysis, and social casework form the theory for this model. The assumption is that school difficulties are caused by either students' intrapsychic difficulties or disturbances in familial relationships (Alderson, 1972, pp. 62-63).

A national survey of school social workers in the mid-1970's provided a comprehensive picture of social work services then offered in schools. Some overlap of roles in pupil services was found. School social workers spent the majority of their time in casework

with children and parents and consultation with school personnel (Carr, 1976, p. 8).

Two other research projects using Costin's questionnaire (1969a) have provided more information about the role and tasks of school social workers. With a limited sample, Alderson and Krishef (1973) found leadership and policy making to rank high in importance. Casework services rated low. Allen-Meares (1977) replicated the Costin study using a national sample of school social workers. Allen-Meares (1977) concluded that the school social worker role fell between social casework and models of school-home-community liaison and systems-change models (p. 200).

The social worker's role in school-home-community liaison is primarily that of crisis intervention, advocacy, and mediation. Theory for this model centers on working with groups and social conditions which are sources of difficulties (Alderson, 1972, p. 66-69).

In the systems-change model, the social worker is a change agent (Alderson, 1972, pp. 62-63). Social workers can serve as initiators, catalysts, or implementors of contracts in planned school system change through organizational development, action research, or peer consultation (Flynn, 1982, p. 327). As a change agent, the school social worker's role is:

to collaboratively develop and manage the change process, converting vertical power relationships and processes among domains into positive, horizontal, collaborative power ties aimed at innovation and change (Flynn, 1982, p. 329).

Teare and McPheeters (1970), in a social work manpower effectiveness study undertaken by the Southern Regional Educational Board, delineated twelve different roles for social workers. Among roles identified were: advocate, ombudsman, broker, liaison, mediator, and others. An implication of the research was that social workers might use a combination of roles in dealing with complex problems.

Clarification of the school social worker role as perceived by school administrators was the thrust of a 1970 study by Williams. Several role functions were agreed upon by principals and social workers. These included informing administrators on progress of individual cases, recommending appropriate community resources to parents, investigating neighborhood conditions, and participating in professional meetings.

In a study of pupil support personnel, Flynn and Gooding (1979) found indications that school social workers experienced role strain. They were required to perform duties they did not feel were their primary responsibility (p. 54-56).

Timberlake, Sabatino, and Hooper (1982) attempted to determine changes in school social work services as a result of the Education for All Handicapped Children Act of 1975. In a national survey, they found markedly increased services to handicapped children in comparison to normal students. Areas of increased activity as perceived by school social workers included skills of consultation, diagnosis, and collaboration with agencies (p. 66-71).

School Social Work Evaluation

The school social worker role must be identified before it can be evaluated. In the past, little attention has been paid to evaluation of professional workers in pupil services. As late as 1980, there was little literature on school social work evaluation (Alderson et al., 1980, p. 52). Research studies on effectiveness have been notably absent (Sheldon, 1977, pp. 108-110). Almost no effectiveness studies have been published in the past twenty years (Kurtz, 1987, p.198). There is increasing need for evaluation based on documentation because of demands for accountability brought on by mandates and increased scarcity of funds (Staudt & Craft, 1983, p.119). This task has been complicated because social workers have become more involved in indirect services such as administration and consultation (Banchy, 1982, p. 359).

According to Weiner (1982), program evaluation has been the focus of recent social work literature on evaluation (p. 364). He challenged the profession to make performance evaluation for school social workers a higher priority (p. 368).

A problem with evaluation of school social workers is that usually the evaluative criteria are developed by educational administrators. The problem is compounded if school social workers have no voice in the decision-making process (Banchy, 1982, p.353).

According to Alderson et al.(1980), among approaches to school social worker evaluation discussed in the literature are the following:

1. the Planning, Programming, and Budgeting System,
2. instruments for pretest and posttest evaluation of intervention efforts,
3. a program involving needs assessment, negotiated problem selection, action objectives, a written plan of operations, intervention, and evaluation of goal accomplishment (p. 52).

Wiehe (1979) recommended the Management by Objectives (MBO) approach to managing and evaluating school social work programs (p. 58-59). Peter Drucker (1954) developed MBO for use in business and profit-oriented companies. According to Wiehe, the main advantages of MBO are determining specific objectives and providing a system of measuring whether objectives have been met. Disadvantages are that the emphasis is on quantity rather than quality of work and setting too many objectives could become counterproductive (1979, p. 65-66).

Pool (1980) recommended the job description as the beginning point for setting up evaluation procedures for individual school social workers. Social workers formulated their own goals for the year in several roles. Each worker planned how goals would be accomplished in each school and in each area of responsibility (p. 64).

Radin (1979) has pointed out that goals and objectives for individual clients should refer to client behaviors rather than school social worker activities (p. 48). Recommended types of data included objective reporting, tests, observations, rating scales, questionnaires, interviews, and self-reports. Suggested criteria of effectiveness included: improvement of feelings and attitudes of clients, improvement in views significant others have about clients, and indicators of competent functioning (Radin, 1979, p. 134-135).

Measuring student outcomes is one method of evaluation used by researchers. Michals, Cournoyer, and Pinner (1979) found significant improvement in school attendance, decreased tardiness, and grades after intervention by school social workers.

Dickinson and Adcox (1984) studied a school consultation program using school psychologists and school social workers with children referred for learning and behavioral problems. Results indicated that consultation could be carried out in a short time span with measurable gains in accomplishment of pupil objectives (pp. 336-342).

According to Campbell (1980), Individualized Educational Programs (I.E.P.s.) for special education students measure effectiveness of school social workers, if social work is written into the I.E.P. (pp. 19-20). Data taken from I.E.P.s. were used to evaluate the school social work program in Manchester, Connecticut. In 1978-79 stated objectives were achieved 77 percent of the time (p. 24).

Staudt and Craft (1983) conducted an evaluation study in Iowa using student outcomes and perceptions of school personnel about the school social worker's role. Results showed that school professionals primarily wanted social workers to provide direct services to students with emotional or behavioral problems and their families. Liaison between home and school and teacher consultation also were highly desired. The quantity and quality of services were generally satisfactory.

Jayaratne (1981) researched evaluation of practices using behavioral contracting with predelinquent junior high pupils and

their families. Results of the study could be misleading unless process was also addressed, as it was in this study.

In 1980 Reid, Epstein, Brown, Tolson, and Rooney reported on an experimental study with school social workers which had a built in evaluation component. A task-centered approach was used for short term counseling with elementary school students. The most change occurred in academic problems, although behavioral problems and difficulties in interpersonal relationships were also a part of the research project.

Alderson, Bedell, Goldstein, and Platt (1980) did an experimental study in Tallahassee, Florida with a model using four educational levels of school social workers (Barker & Briggs cited in Alderson et al., 1980, p.41). Results of the evaluation component of the research indicated the experimental group accomplished a greater percentage of activities relating to children. Also, efficiency was increased because workers performed more activities relating to children in groups of two or more (Alderson et al., 1980, p. 47).

Allen-Meares (1980) reported on research using an interrupted time series design to evaluate a school social work program. School social workers were rated on progress toward accomplishment of goals, written work, and performance (pp. 65-67). The questionnaire and interviews with colleagues denoted the frequency of performance of the social worker role. The school social work supervisor determined the quality of performance (pp. 65-67).

Several criteria used by school social workers to demonstrate effectiveness were enumerated by Allen-Meares (1980). Workers should be obligated to:

1. Be systematic,
2. Provide a quantitative presentation of data and related results,
3. Provide an objective analysis of results,
4. Incorporate evaluation as a part of every function at several levels, including the levels of the individual, group, community, and organization (pp. 51-52).

Evaluation results can be useful political tools in policy or program development or resource allocation (Weiner, 1982, p. 354). Coughlin (1980) also stressed the importance of political dynamics in evaluating school social work programs and services (p.26). Programs that demonstrate their effectiveness and worth in helping achieve the goals of education will be supported by school boards (Jankovic & Michals, 1982, p. 352).

Summary

According to the literature, school social work now appears to be providing a broader range of services. The goal is to reach more students, parents, school personnel, and community resources. At the same time shrinking school enrollments in many areas, tightening budgets, increasing conservatism, and demands for accountability have hindered social reforms and innovations in the delivery of social work services. More objective methods of assessing personnel and programs have been developed to provide better documentation of both processes and outcomes of service.

CHAPTER III

PROCEDURES

The researcher used a descriptive survey to investigate current perceptions of the role and performance of the school social worker. The research was limited to the four largest urban public school districts in Tennessee. These included the Chattanooga Public Schools, Chattanooga; Knox County Schools, Knoxville; Davidson County Schools, Nashville; and the Memphis City Schools, Memphis. This chapter describes the school personnel sampled, the instrument used for the research, the methods employed to gather data, and an analysis of data collected.

Subjects

Subjects chosen to receive the questionnaire included a stratified random sample of the following professionals in the four largest urban public school systems in Tennessee: superintendent; interim superintendent; assistant superintendents; district superintendents; directors of instruction and pupil services; director, assistant directors, and administrators of school mental health centers; assistant director of pupil services center; directors and assistant directors of special education; and supervisors of attendance, guidance, health services, psychological services, social work, and special education. Other professionals included principals,

teachers, counselors, school psychologists, pupil personnel service specialists, psychological services workers, psychometrists, and school social workers. The respondents were divided into six groups: central office administrators and supervisors; principals; teachers; counselors; school psychologists, psychological services workers, and psychometrists; and school social workers. These groups represented three major categories of school personnel: administrative staff, instructional personnel, and pupil services workers.

The categories selected were those personnel who use social work services plus the personnel who have the most influence in shaping the social worker's role. Central office staff included have direct or indirect knowledge of the school social worker's role and performance. By supervising school social workers, pupil services supervisors, principals, and/or school mental health center administrators make the major contribution toward defining the role in a local system. Principals and teachers are the primary users of the service. School psychologists, psychological services workers, psychometrists, and counselors also make referrals to the school social worker and work cooperatively with him/her on specific problem cases.

Mendenhall, Ott, and Scheaffer (1971) recommend a formula to estimate the sample size when the population variance is unknown.

The formula is as follows:

$$n = \frac{\sum_{i=1}^L \frac{N_i^2 p_i q_i}{w_i}}{N^2 D + \sum_{i=1}^L N_i p_i q_i}$$

Where n = sample size

N = population size

p_i = the population proportion stratum i

$q_i = (1 - p_i)$

w_i = the portion of observations in stratum i

L = total number of strata

$D = \frac{B^2}{4}$ with B the bound on the error of estimation (p.76).

The total population was 13,903. Populations of the subgroups were: administrators and supervisors, 92; principals, 421; teachers, 12,755; counselors, 418; school psychologists, psychological services workers, and psychometrists, 135; and school social workers, 82. Each population was determined by counting consecutively the number of professionals in up-to-date personnel directories from the participating school systems.

Because of the extreme number of teachers in the population, almost 92 percent, the above formula was modified to include a proportional sampling approach so that small groups were over sampled and larger groups were under sampled (see Table 1). The sample for the largest group, teachers, was decreased to 150.

Table 1

Populations and Samples of Subgroups
Participating in Study

Subgroups	Population	Sample	Percent
Central Office	92 *	44	47.8
Principals	421	85	20.2
Teachers	12,755	150	1.2
Counselors	418	85	20.3
Psychologists	135	55	40.7
Social Workers	82	40	48.8
Totals	13,903	459	3.3

*Selected administrators and supervisors

The subpopulations, samples, and percentages of subgroups surveyed are depicted in Table I. After the sample was determined for each subpopulation, each sample was chosen separately by the use of a table of random numbers.

The researcher sent a total of 459 questionnaires to the subgroups as follows: administrators and supervisors, 44; principals, 85; teachers, 150; counselors, 85; school psychologists, 55; school social workers, 40.

There were 198 returns of the survey which was 43.1 percent. Of that number, 186 were usable. Numbers and percentages of returns for each subgroups are presented in Table 2. There were 22 returns for central office for 50.0 percent; 45 returns for principals for 52.9 percent; 43 returns for teachers for 28.7 percent; 41 returns for counselors for 48.2 percent; 21 returns for psychologists for 38.2 percent; and 26 returns for social workers for 65 percent.

Teachers were dropped from the study because of their lack of regular contact with school social workers. Of those replying, 17 stated they either did not know the social worker or did not know the system had social workers. The researcher interviewed 12 teachers by telephone who declared they did not know what school social workers do because they had had little or no contact with them.

A Knox County teacher recorded that social workers were available only for emergencies. The 1987-88 school year was the first year of consolidation of the Knox County and Knoxville City Schools. Prior to consolidation, Knox County had eight social workers

Table 2

Numbers and Percentages of Returns
of Survey

Subgroups	Number Mailed	Number Returned	Number Usable	Percent Returned
Central Office	44	22	22	50.0
Principals	85	45	41	52.9
Teachers	150	43	40	28.7
Counselors	85	41	40	48.2
Psychologists	55	21	20	38.2
Social Workers	40	26	26	65.0
	—	—	—	—
Totals	459	198	186	43.1

and Knoxville had eight attendance supervisors. When the two systems were combined, the social workers and attendance supervisors were paired as a team to work with an average of 11 schools.

In Memphis social workers are based in the school system's two mental health centers. Two Memphis teachers were not aware their system employed school social workers.

Six teachers interviewed by telephone were from Davidson County. Only one knew the social worker assigned to her school but did not know enough about her duties to complete the questionnaire. Two surveys returned from Davidson County had comments that the respondent did not know the name of the social worker assigned to his or her school.

Table 3 depicts the populations and samples of subgroups participating in the study excluding teachers. Using the revised population size of 1,148, the total sample needed was 309. This was based upon a bound on the error of estimate set at 0.05 and $\alpha = .05$ (Hauskin, 1963, p. 3).

The numbers and percentages of returns of the survey excluding teachers are presented in Table 4. There were 155 surveys returned of the 309 mailed, which was 50.2 percent. A total of 149 questionnaires was usable.

Demographic data for each group of school personnel surveyed are provided in Tables 5, 6, 7, and 8. This information includes the school system, level of education, years of experience in current position, and years of experience in public schools.

Table 3

Populations and Samples of Subgroups Participating
in Study Excluding Teachers

Subgroups	Population	Sample	Percent
Central Office	92 *	44	47.8
Principals	421	85	20.2
Counselors	418	85	20.3
Psychologists	135	55	40.7
Social Workers	82	40	48.8
Totals	1,148	309	26.9

*Selected administrators and supervisors

Table 4

Numbers and Percentages of Returns
of Survey Excluding Teachers

Subgroups	Number Mailed	Number Returned	Number Usable	Percent Returned
Central Office*	44	22	22	50.0
Principals	85	45	41	52.9
Counselors	85	41	40	48.2
Psychologists	55	21	20	38.2
Social Workers	40	26	26	65.0
Totals	309	155	149	50.2

*Selected administrators and supervisors.

Table 5

Description of Usable Responses of Subgroups
by School System

Subgroups	Chatta- nooga	Davidson County	Knox County	Memphis	Total
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Central Office	7	4	2	9	22
Principals	11	7	7	16	41
Counselors	4	10	6	20	40
Psychologists	3	7	2	8	20
Social Workers	9	8	4	5	26
	—	—	—	—	—
Totals	34	36	21	58	149

Table 6

Description of Usable Responses of Subgroups
by Level of Education

Subgroups	Ed.D.or Ph.D.	Ed.S. or M. + 45	Masters	Bache- lors	Total
Central Office	8	7	7	0	22
Principals	8	18	15	0	41
Counselors	3	23	14	0	40
Psychologists	5	8	7	0	20
Social Workers	0	6	14	6	26
	—	—	—	—	—
Totals	24	62	57	6	149

Table 7

Description of Usable Responses of Subgroups
by Years of Experience in Current Position

Subgroups	0-3	4-6	7-9	10 or more	Total
Central Office	5	3	3	11	22
Principals	9	4	7	21	41
Counselors	7	10	3	20	40
Psychologists	6	4	3	7	20
Social Workers	6	7	3	0	26
	_____	_____	_____	_____	_____
Totals	33	28	19	69	149

Table 8

Description of Usable Responses of Subgroups
by Years of Experience in Public Schools

Subgroups	0-3	4-6	7-9	10 or more	Total
Central Office	1	0	1	20	22
Principals	0	0	0	41	41
Counselors	1	1	2	36	40
Psychologists	3	3	4	10	20
Social Workers	3	5	1	17	26
	—	—	—	—	—
Totals	8	9	8	124	149

As shown in Table 5, the 34 usable surveys from Chattanooga were divided as follows: central office, 7; principals, 11; counselors, 4; psychologists, 3; and social workers, 9. Davidson County had 36 usable surveys divided as follows: central office, 4; principals, 7; counselors, 10; psychologists, 7; and social workers, 8. Knox County had 21 usable surveys divided as follows: central office, 2; principals, 7; counselors, 6; psychologists, 2; and social workers, 4. Memphis school personnel returned 58 usable questionnaires which came from: central office, 9; principals, 16; counselors, 20; psychologists, 8; and social workers, 5.

Respondents in all groups except social workers had at least a master's degree, according to Table 6. Six social workers had a bachelor's degree and none had doctorates. A total of 24 respondents had either an Ed.D or Ph.D. There were 62 with either an Ed.S. or Masters plus 45 quarter hours. Respondents with a master's degree numbered 57.

Table 7 shows that 69 respondents had worked in their current assignment for ten or more years. A total of 33 people replying had from 0-3 years of experience; 28 had from 4-6 years of experience; and 19 had 7-9 years of experience.

A total of 124 respondents had ten or more years' experience in public schools, according to Table 8. Twenty of the 22 central office supervisors and administrators had ten or more years' in public schools. All of the 41 principals who responded had ten or more years' experience in public schools. Of the 40 counselors responding, 36 had ten or more years' experience in public schools. Ten of the 20

psychologists responding and 17 of the 26 social workers responding had more than ten years' experience in public schools. Totals of those having less than ten years' experience in public schools were: 0-3 years, 8; 4-6 years, 9; and 7-9 years, 8.

Instrumentation

The instrument, a survey questionnaire entitled, The School Social Work Task and Performance Inventory, was composed of 26 items which addressed four categories of school social work services: services to pupils and/or parents, services to school personnel, services to school community, and performance of administrative tasks. A copy of the questionnaire is in Appendix A. Services that may be provided by school social workers were listed in Column 1. The following questions were asked about each item:

Column 2. Do school social workers provide this service?

Column 3. If not, who provides this service?

Or

Column 4. If yes, how effective is the service?

Five open-ended questions were also posed to participants:

1. Are there other services not listed in the survey that should be provided by school social workers?
2. What are the three most important services provided by school social workers?
3. Are there ways to improve the quality of service provided by school social workers? If the answer is yes, please tell how.

4. What, if any, obstacles exist to prevent school social workers from providing the services you see as essential?
5. What changes, if any, do you recommend to improve the services provided by school social workers?

Demographic information requested included: name of school system, current position in the system, highest educational level, number of years' experience in current position, and number of years' experience in public schools.

The following sources were utilized in developing the questionnaire: Alderson and Krishef (1973), Costin (1969a), Flynn (1976), Evaluation of the Area Student Services Program (1977), Gottlieb and Gottlieb (1971), Jordan (1983), N.A.S.W. Standards for Social Work Services in Schools (1978), National Council of State Consultants for School Social Work Services (1981), Pupil Personnel Services Recommended Policies and Procedures Manual: School Social Work (1983), Radin (1975, 1980), School Social Work Handbook (1983), School Support Services (1984), Towsey (1984), Winters and Easton (1983), Zielinski and Coolidge (1982).

To establish validity, the researcher used a panel of judges to review the School Social Work Task and Performance Inventory. The panel consisted of six judges--one from each subgroup to be included in the research. The judges were asked to complete the survey and an evaluation form which included six general statements and a space for comments on each statement (see Appendix B for a copy of the evaluation form). The researcher used the judges' suggestions to revise the questionnaire.

The revised questionnaire was submitted to a panel of nationally recognized experts in the field of school social work for review and evaluation. Those judges included: Dr. Paula Allen-Meares, Associate Professor, School of Social Work, University of Illinois, Urbana, Illinois; Dr. Richard J. Anderson, Professor, School of Social Work, University of Georgia, Athens, Georgia; Ms. Isadora Hare, Staff Director, National Association of Social Workers Commission on Education, Silver Spring, Maryland; and Ms. Josephine K. Newton, Program Specialist, School Social Work, Florida Department of Education, Tallahassee, Florida. Recommendations made by these individuals were incorporated into the final version of the survey (see Appendix A).

Revision of the instrument incorporating the suggestions of the judges and the panel of national experts was an attempt to increase face validity of the instrument. In this study, face validity referred to whether the content of the questionnaire measured the qualities it was designed to examine (Borg & Gall, 1983, p. 276).

Methods

The method of gathering data was the use of the questionnaire, The School Social Work Task and Performance Inventory (see Appendix A). The researcher mailed the survey instrument to each respondent chosen for inclusion in the study. A cover letter was included to explain the nature of the study. A prestamped self-addressed envelope was provided for reply. An Informed Consent Form, detailing protective measures, was included with each survey

(see Appendix A). Since responses were anonymous, return of the survey constituted the respondent's willingness to participate and his or her informed consent. Each of the six groups of respondents was sent a different colored questionnaire to assist the researcher in tabulating results. Two follow-up mailings were sent to all respondents (see Appendix A).

The researcher telephoned 206 people in the sample to secure greater participation. An attempt was made to telephone each recipient of the survey.

Table 9 provides the number of responses by subgroups to the three mailings and the phone calls. There were 72 replies to the first mailing, 35 replies to the second mailing, 21 replies to the third mailing, and 27 replies to telephone calls.

Data Analysis

The data gathered for analysis were composed of answers to items on The School Social Work Task and Performance Inventory and open-ended questions which followed.

Column 2 on the survey form relating to services that are provided had the possibility of two answers--"Yes", or "No" (Question 1). "Yes" and "No" answers for each subgroup for each item on the inventory are presented in tabular form in Appendix C. A summary table of item responses is given in Chapter IV. The researcher compared the perceptions toward school social work services that are provided by the five subgroups--central office

Table 9

Number of Responses to Mailings
and Telephone Calls

Subgroups	1st Mailing	2nd Mailing	3d Mailing	Phone Call	Total
Central Office	13	4	3	2	22
Principals	22	10	3	10	45
Counselors	16	9	6	0	41
Psychologists	11	4	4	2	21
Social Workers	10	8	5	3	26
	—	—	—	—	—
Totals	72	35	21	27	155

administrators and supervisors, principals, counselors, school psychologists, and school social workers. Comparisons were also made of the four school systems and of subgroups within participating systems.

The researcher grouped the "Yes" answers for Column 2 for items 1-26 on the questionnaire in tables using Parsons' three levels of organizational decision making--technical, managerial, and institutional (1958, pp. 40-48). The frequency of items checked provided the measure of involvement. Services were ordered from high to low by percent of "Yes" responses to school social work services provided. Subgroups, school systems, and subgroups within school systems were compared according to percent of "Yes" responses.

Results of Column 3 about who provides the service if it is not provided by the school social worker (Question 2) are depicted for each item in tabular form in Appendix D. A summary table for Column 3 appears in Chapter IV. Comparisons were made among subgroups, school systems, and subgroups within systems by the percentage of respondents who believed designated specialists performed school social work services.

Answers to Column 4 about the effectiveness of the school social worker (Question 3), for items answered "Yes" on Question 1, were scored on a six point scale. Numbers were assigned to the categories as follows: very ineffective--one; somewhat ineffective--two; undecided but tend to view as ineffective--three; undecided but tend

to view as effective--four; somewhat effective--five; very effective--six.

Descriptive statistics were used to analyze answers. Descriptive statistics, as the name implies, are concerned with describing "what is" (Borg & Gall, 1983, p. 354). The researcher used the mean to compare effectiveness of items on the survey. The mean, a measure of central tendency, was calculated by multiplying the frequency of each column by the number assigned to the column and dividing by the sum of the frequencies.

Research Questions 4-8 (Opinion Questions 1-5) were open-ended for respondents. Information gathered in answer to Opinion Questions 1-5 was used to supplement the discussion of relevant findings.

There were too few responses to Question 4 (Opinion Question 1) to analyze. The researcher discussed answers received under general classifications.

Results of Question 5 (Opinion Question 2) were summarized in table form ordered by the number of respondents rating the three most important school social work services. Results were also evaluated using content analysis. According to Krippendorff (1980), "Anything connected with the phenomena of interest qualifies as data for content analysis" (p. 171).

The two kinds of units used in this content analysis were the recording unit and the context unit. According to Holstei (1969), a recording unit is "the specific segment of content that is characterized by placing it in a given category" (p. 116). A recording

unit consisted of an assertion or individual statement about a subject made by the respondent. For this study, the recording unit was an assertion about whether a school social work service is or is not offered.

A context unit limits the context in which the recording unit is placed. The context units which were used to analyze the results of these questions were Parson's three levels of organizational decision-making: technical, managerial, and institutional (1958, pp. 40-48). These categories are independent, exhaustive, consistent with the purpose of the research, mutually exclusive, and originate from one classification (Holstei, 1969, p. 95).

Results of the content analysis were presented in tabular form. Data were integrated with information gathered from the questionnaires to provide depth and a subjective dimension to the analysis and interpretation.

The researcher displayed in table form the number of respondents by classification of position who suggested ways to improve school social work services. Results of Question 6 (Opinion Question 3) were placed into general classifications according to frequency of response. Percentages of those respondents who made suggestions in each category were discussed.

Less than a majority of respondents who answered Question 7 (Opinion Question 4) listed obstacles to providing school social work services. Responses were placed in general categories and discussed according to the percentages of respondents who suggested services in each category.

Question 8 (Opinion Question 5) also had less than a majority who suggested changes to improve the quality of school social work service. Suggestions were classified and discussed by percentage of respondents whose answer fit each classification.

General information asked of respondents included: name of the school system, position in the system, highest educational level, number of years' experience in current position, and number of years' experience in public schools. The researcher displayed frequency tables of demographic data for each item of information requested.

CHAPTER IV

FINDINGS AND SUMMARY

Responses to the survey instrument, The School Social Work Task and Performance Inventory, furnished data for the study. This chapter provides a description of the statistical information gathered and presents the findings. Each of the eight research questions investigated will be discussed. When a majority of respondents, a subgroup, or school system perceived that a school social work service was provided, it will be stated that the service was provided. School social work services that respondents believed were being provided are categorized according to Parson's levels of decision-making. Results were compared with the Tennessee job description for school social workers and with job descriptions of other pupil services professionals. A summary of the research project will conclude the chapter.

Findings

Results of Question 1

The first question was, "What services are provided by school social workers?" Respondents answered "Yes" or "No" to each of 26 services school social workers performed. Responses for each item by subgroup and school system are reported in Appendix C.

Table 10 summarizes the totals of "Yes", "No", and missing responses for all 26 items in The School Social Work Task and

Table 10

Summary of Item Responses to All Services Provided
by School Social Workers

The school social worker:	Yes	No	Miss- ing
Develops a social work plan for individual students	107	38	4
Serves as a student or family advocate to schools and community agencies	129	16	4
* Counsels with groups of students	73	73	3
Uses social history and/or adaptive behavior appraisal to assess students' social problems	118	28	3
Participates in multidisciplinary Team (M-Team) meetings for special education students	92	52	5
Provides social work service to families, e.g., home visits, family counseling, child development	136	13	0
* Petitions juvenile court against students with poor attendance or their parents after trying other interventions	63	82	4
Refers students and parents to appropriate community resources	129	19	1
Serves as consultant to school personnel regarding social, emotional, or learning problems of students	102	44	3
* Formulates inschool screening (S-Team) plans for individual students	34	113	2
Provides feedback about referred students to principals and school professional personnel	114	34	1
Manages emergencies or crisis interventions	110	32	7
* Assists in the planning, development, or evaluation of student policies or programs	33	111	5

Table 10 (continued)

The school social worker:	Yes	No	Miss- ing
Plans and conducts social work related inservice training	1	49	9
* Develops and/or coordinates preventive programs at the systemwide or school level	69	70	10
Assists in the training of beginning school social workers	79	42	28
* Develops curricula for classrooms aimed at preventing student problems	24	119	6
Serves on planning committees or boards of community agencies	86	36	27
* Supervises field training of student social workers	1	45	33
Documents activities and services provided	123	7	19
Works with administrators to examine symptoms or seeks causes of problems students have, e.g., teenage pregnancy, drugs, child abuse,	107	33	9
* Coordinates services for multiple-handicapped children	56	78	15
* Identifies school barriers which hinder pupil attendance or develops plans to overcome them	72	70	7
* Plans with civic groups for positive growth experiences of students	49	79	21
* Secures resources from civic groups to provide positive growth experiences for students	65	72	2
* Participates in the planning or development of needed community services indirectly related to school, e.g., Habitat for Humanity, Chattanooga Venture, support groups for families with specific problems	69	57	23

*These items lack the 50 percent support needed to be perceived as "provided."

Performance Inventory. Respondents perceived that school social workers provided the following services: formulates plans for individual students, advocates on behalf of a student or family, assesses social problems of students, is an M-Team participant, provides a variety of services to families, makes referrals to community agencies, acts as consultant, reports to school professionals on pupils referred, handles emergencies, conducts inservice training related to social work, helps train newly hired school social workers, serves on boards of community agencies, keeps accurate records, and works with administrators to seek causes of student problems. Almost half of the respondents thought that school social workers counseled student groups.

Talcott Parsons' hierarchy of responsibility and control in a formal organization is a heuristic framework the researcher used in analyzing data regarding services provided by school social workers. Parsons (1958) labeled the levels of decision-making as technical, providing direct service; managerial, mediating between the organization and the community; and institutional, policy making (pp.-40-45).

Table 11 presents rank ordered data regarding the provision of technical services provided by school social workers according to percent of "Yes" responses to Question 1. All subgroups agreed that school social workers provided the following technical services: gives feedback, helps administrators seek causes of problems, formulates plans for students referred, and acts as a consultant. All subgroups except principals believed school social workers assist in training

Table 11

Technical Services Provided by School Social Workers
Ordered by Percent of "Yes" Responses

	Subgroups					
	Central Of- fice	Prin- ci- pals	Coun- sel- ors	Psy- cholo- gists	So- cial Work- ers	Total % of Yeses
The school social worker:						
Provides feedback about referred students to principals and school professional personnel	77.3	73.2	69.2	80.0	92.3	77.0
Works with administrators to examine symptoms or seeks causes of problems students have, e.g., teenage pregnancy, drugs, child abuse	90.5	73.2	59.4	80.0	88.5	76.4
Develops a social work plan for individual students	86.4	61.0	59.5	84.2	96.2	73.8
Serves as consultant to school personnel regarding social, emotional, or learning problems of students	76.2	61.0	55.3	75.0	96.2	69.9
Assists in the training of beginning school social workers	81.3	46.7	60.0	89.5	65.4	65.3
Participates in multidisciplinary team (M-Team) meetings for special education students	90.5	62.5	39.5	52.6	88.5	63.9
* Supervises field training of student social workers	82.4	30.8	48.3	77.8	80.8	61.2
* Counsels with groups of students	52.4	39.0	26.3	65.0	88.5	50.0
* Formulates inschool screening (S-Team) plans for individual students	27.3	29.3	18.4	05.0	30.8	23.1

*These items lack the 50 percent support needed to be perceived as "provided."

new school social workers. Counselors were the only subgroup who did not perceive that school social workers participate in M-Team meetings. Central office administrators and supervisors, psychologists, and school social workers recorded that school social workers supervised college students doing field placements in social work and counseled student groups. No subgroup perceived that S-Team plans were formulated by social workers.

Table 12 shows the subgroups' perceptions of managerial services provided by school social workers in rank order by percent of affirmative replies to Question 1. Sixty-six percent and over agreed that school social workers provided the following managerial services: documents activities and services, provides services to families, is an advocate for students or families, refers to community agencies, uses social history or behavior appraisals to assess students' social problems, and handles crises.

All subgroups but counselors recorded that school social workers plan and conduct social work related inservice. Only central office administrators and supervisors and school social workers stated that the school social worker develops preventive programs, enlists civic groups' resources, and coordinates services for the handicapped. Central office administrators and supervisors were the only group that believed school social workers enforced the compulsory school attendance law by filing court petitions. School social workers were not perceived by any subgroup as developing curricula for classrooms.

Table 12

Managerial Services Provided by School Social Workers
Ordered by Percent of "Yes" Response

Subgroups						
The school social worker:	Central Of- fice	Prin- ci- pals	Coun- sel- ors	Psy- cho- log- ists	So- cial Work- ers	Total % of Yeses
Documents activities and services provided	100.0	86.5	93.1	100.0	100.0	94.6
Provides social work service to families, e.g., home visits, family counseling, child development	95.5	82.9	87.5	100.0	100.0	91.3
Serves as a student or family advocate to schools and community agencies	100.0	84.6	78.9	95.0	96.2	89.0
Refers students and parents to appropriate community resources	95.5	80.5	74.4	100.0	100.0	87.2
Uses social history and/or adaptive behavior appraisal to assess students' social problems	95.5	74.4	69.2	85.0	92.3	80.8
Manages emergencies or crisis interventions	80.0	67.5	65.8	94.4	96.2	77.5
Plans and conducts social work related inservice training	83.3	55.0	41.7	90.0	80.8	65.0
* Develops and/or coordinates preventive programs at the systemwide or school level	68.4	46.2	8.6	40.0	76.9	49.6
* Secures resources from civic groups to provide positive growth experiences for students	77.8	35.1	38.9	40.0	61.5	47.4
* Petitions juvenile court against students with poor attendance or their parents after trying other interventions	52.4	48.7	33.3	40.0	46.2	43.4
* Coordinates services for multiple- handicapped children	60.0	37.8	31.3	15.0	68.0	41.8
* Develops curricula for classrooms aimed at preventing student problems	25.0	22.0	02.8	05.0	30.8	16.8

*These items lack the 50 percent support needed to be perceived as "provided."

Table 13 provides a rank ordered listing of the subgroups' perception of institutional services identified by school social workers by percent of favorable response to Question 1. The only institutional service that all subgroups thought school social workers provided was serving on community agency boards.

Data in Table 13 show that counselors were the only subgroup who did not perceive social workers as participating in the planning or developing of needed community services indirectly related to school. Principals were equally divided in their opinion. Counselors and principals did not think that social workers identified school problems that hindered attendance. Central office administrators and supervisors reported that the school social worker planned with civic groups for enrichment programs for students. No subgroup perceived that the school social worker plans, develops, or evaluates student policies or programs.

Table 14 presents the percentages of affirmative replies by school systems for technical school social work services provided. Respondents perceived that the following technical services were being provided in each of the participating systems: reports back to the referral source, collaborates with administrators in seeking causes of student problems, plans for individual students referred, acts as consultant, and helps train new school social workers. No school system surveyed had a majority of respondents perceiving that school social workers plan for S-Teams. Table 15 reports the percent of "Yes" responses by school system to managerial services provided by school social workers. Respondents believed school

Table 13

Institutional Services Provided by School Social Workers
Ordered by Percent of "Yes" Responses

Subgroups						
The school social worker:	Central Of- fice	Prin- ci- pals	Coun- sel- ors	Psy- cholog ists	So- cial Work- ers	Total % of Yeses
Serves on planning committees or boards of community agencies	100.0	62.5	54.8	66.7	84.0	70.5
* Participates in the planning or development of needed community services indirectly related to school, e.g., Habitat for Humanity, Chattanooga Venture, support groups for families with specific problems	80.0	50.0	46.9	52.6	57.7	54.8
* Identifies school barriers which hinder pupil attendance or develops plans to overcome them	81.0	42.5	24.3	52.6	76.0	50.7
* Plans with civic groups for positive growth experiences of students	61.1	41.2	28.1	16.7	46.2	38.3
* Assists in the planning, development, or evaluation of student policies or programs	31.8	23.1	12.8	15.8	36.0	22.9

*These items lack the 50 percent support needed to be perceived as "provided."

Table 14

Percentages of "Yes" Responses by School System to Technical
Services Provided by School Social Workers

	School System			
	Chatta- nooga	David- son County	Knox County	Memphis
The school social worker:				
Provides feedback about referred students to principals and school professional personnel	80.6	94.1	61.9	70.2
Works with administrators to examine symptoms or seeks causes of problems students have, e.g., teenage pregnancy, drugs, child abuse	94.4	68.8	65.0	73.1
Develops a social work plan for individual students	80.6	94.1	60.0	61.8
Serves as consultant to school personnel regarding social, emotional, or learning problems of students	77.1	78.8	52.4	66.7
Assists in the training of beginning school social workers	65.5	62.1	61.1	68.9
Participates in multidisciplinary Team (M-Team) meetings for special education students	88.2	72.7	66.7	42.9
* Supervises field training of student social workers	57.1	63.3	50.0	67.5
* Counsels with groups of students	37.1	60.6	38.1	56.1
* Formulates inschool screening (S-Team) plans for individual students	30.6	24.2	19.0	19.3

*These items lack the 50 percent support needed to be perceived as "provided."

Table 15

Percentages of "Yes" Responses by School System to Managerial
Services Provided by School Social Workers

	School System			
	Chatta- nooga	David- son County	Knox County	Memphis
The school social worker:				
Documents activities and services provided	100.0	100.0	75.0	93.8
Provides social work service to families, e.g., home visits, family counseling, child development	100.0	97.1	85.7	84.2
Serves as a student or family advocate to schools and community agencies	100.0	94.3	76.2	83.3
Refers students and parents to appropriate community resources	97.2	97.1	81.0	77.2
Uses social history and/or adaptive behavior appraisal to assess students' social problems	88.9	91.2	52.4	80.0
Manages emergencies or crisis interventions	93.9	85.3	70.0	65.5
Plans and conducts social work related inservice training	67.6	72.7	55.0	62.3
* Develops and/or coordinates preventive programs at the systemwide or school level	45.7	40.6	47.6	58.8

Table 15 (continued)

School System				
The school social worker:	Chatta- nooga	David- son County	Knox County	Memphis
* Secures resources from civic groups to provide positive growth experiences for students	61.8	33.3	45.0	48.0
* Petitions juvenile court against students with poor attendance or their parents after trying other interventions	97.1	8.8	76.2	18.2
* Coordinates services for multiple-handicapped children	55.9	47.1	19.0	37.8
* Develops curricula for classrooms aimed at preventing student problems	17.1	11.8	19.0	18.9

*These items lack the 50 percent support needed to be perceived as "provided."

social workers provided the following services: documents services provided, helps families using the social casework approach, is a student or family advocate, makes referrals to community agencies, uses social history or behavior appraisal to assess social problems of pupils, manages crises, and conducts inservice related to school social work. Respondents did not perceive that school social workers in any system worked on curricula.

As seen in Table 16, none of the institutional school social work services on the survey were provided in all of the participating systems. Institutional services not provided by school social workers were helping civic groups plan for positive programs for students and developing student policies or programs.

Tables from Appendix C will be utilized in the following paragraphs to analyze differences in subgroups within districts. Services will be discussed under Parson's classification of technical, managerial, and institutional in the order in which services are listed in Tables 11-13.

Although 69 percent or more of all subgroups (see Table 11, p. 59) and 62 percent or more of all school systems (see Table 14) believed that the school social worker provided the technical service of keeping school personnel informed about referrals, Knox County principals and counselors and Chattanooga psychologists did not (see Appendix C-11).

Fifty-nine percent or more of all subgroups (see Table 11) and 65 percent or more of all school systems (see Table 14) thought school social workers were working with administrators to examine

Table 16

Percentages of "Yes" Responses by School System to Institutional
Services Provided by School Social Workers

	School System			
	Chatta- nooga	David- son County	Knox County	Memphis
The school social worker:				
Serves on planning committees or boards of community agencies	77.8	79.3	35.0	76.1
* Participates in the planning or development of needed community services indirectly related to school, e.g., Habitat for Humanity, Chattanooga Venture, support groups for families with specific problems	64.3	58.1	30.0	57.4
* Identifies school barriers which plans to overcome them	75.0	36.4	47.6	44.2
* Plans with civic groups for positive growth experiences of students	48.3	30.3	30.0	41.3
* Assists in the planning, development, or evaluation of student policies or programs	25.7	27.3	19.0	20.0

*These items lack the 50 percent support needed to be perceived as "provided."

symptoms or seek causes of student problems. Knox County counselors were the only subgroup within a school district who did not believe school social workers were performing that duty (see Appendix C-21).

Respondents from all subgroups (see Table 11) and school systems (see Table 14) believed that school social workers were making plans for individual students referred. Memphis principals were equally divided in their opinion. Knox County psychologists and Knox County and Memphis counselors did not think that the service was provided (see Appendix C-1).

Respondents from all subgroups (see Table 11) and school systems (see Table 14) also believed school social workers served as consultants. Knox County principals, counselors, and psychologists, Davidson County counselors, and Memphis principals did not perceive the school social worker as a consultant. Chattanooga counselors were divided as to whether the service was provided (see Appendix C-9).

All subgroups but principals (see Table 11) and respondents in the four school systems (see Table 14) believed school social workers assisted in training new school social workers. Knox County principals and psychologists did not believe that school social workers were providing the service. Chattanooga counselors, Davidson County principals, counselors, and school social workers, and Memphis principals were equally divided as to whether they were (see Appendix C-16).

All subgroups but counselors perceived that the school social worker participates in M-Teams (see Table 11). Memphis respondents reported that school social workers were not a part of M-Teams (see Table 14). Chattanooga counselors were the only counselor group reporting that school social workers did serve on M-Teams. Memphis principals, psychologists, and school social workers were others who did not think school social workers provided the service. Knox County psychologists were divided in their opinion. In most instances, central office administrators and supervisors and school social workers agreed as to whether school social work services were provided, but Memphis central office administrators and supervisors and school social workers did not agree on this service (see Appendix C-5).

Central office administrators and supervisors, psychologists, and school social workers (see Table 11), and respondents in the school systems except Knox County (see Table 14) perceived that school social workers supervised field training of college students. Knox County respondents were equally divided as to whether the service was provided. Central office administrators and supervisors and school social workers in all participating systems believed school social workers were providing the service. No principal subgroup thought so. Psychologists in Chattanooga and Knox County and counselors in Knox County did not perceive that the service was provided. Davidson County counselors were equally divided in their opinion (see Appendix C-19).

A majority of central office personnel, psychologists, and school social workers as well as 50 percent of all respondents thought that school social workers were counseling student groups (see Table 11). Respondents in Davidson County and Memphis thought the service was provided (see Table 14). Principals and counselors in Davidson County and Memphis counselors did not think so. Memphis principals were divided as to whether the service was provided. In contrast, only school social workers in Chattanooga and Knox County recorded that school social workers were counseling groups. Knox County central office administrators and supervisors were divided as to whether group counseling was being done by school social workers (see Appendix C-3). Chattanooga central office administrators and supervisors and school social workers usually agreed as to whether a service was provided but they did not in this instance.

No subgroups (see Table 11) or school systems (see Table 14) perceived that school social workers were planning for S-Teams. However Davidson County principals believed that school social workers were performing the service. Knox County central office personnel and Chattanooga counselors were equally divided in their beliefs (see Appendix C-10).

Over 86 percent of all subgroups (see Table 12, p. 61) and 75 percent or more of all participating systems (see Table 15) thought school social workers provided the managerial service of documenting activities and the services provided. Central office administrators and supervisors, psychologists, school social workers, and Chattanooga and Davidson County respondents were all

unanimous in their belief. Knox County counselors were the only subgroup that did not perceive the service was provided (see Appendix C-20).

Eighty-three percent or more of all subgroups (see Table 12) and 84 percent of all school systems (see Table 15) perceived that the school social worker provides social work service to families. Psychologists, school social workers, and Chattanooga respondents were unanimous in their belief (see Appendix C-6).

The school social worker was perceived as a student or family advocate by 79 percent or more of subgroups (see Table 12) and by 76 percent or more of all school systems (see Table 15). Central office administrators and supervisors and Chattanooga respondents were unanimous in their opinion. All subgroups within school systems believed the school social worker provided the service (see Appendix C-2).

Refers students and families to community resources was another school social work service that 74 percent or more of all subgroups (see Table 12) and 77 percent or more of all participating systems (see Table 15) thought school social workers provided. No subgroup in any system dissented (see Appendix C-8).

It was perceived by 69 percent or more of all subgroups (see Table 12) and 52 percent or more of all school systems (see Table 15) that the school social worker assessed students' social problems by the use of social history or behavior appraisal. Knox County principals, counselors, and psychologists did not believe that school social workers provided the service (see Appendix C-4).

All subgroups (see Table 12) and all school systems (see Table 15) had a 66 percent or more majority who believed that school social workers handle emergencies or crises. Memphis central office administrators and supervisors were equally divided as to whether school social workers performed the service. Knoxville counselors did not think so (see Appendix C-12).

All subgroups but counselors believed that the school social worker plans and implements school social work inservice training (see Table 12). Respondents in all systems said school social workers provided the service (see Table 15). Davidson County counselors, Knox County principals and counselors, and Memphis principals did not believe school social workers were involved in conducting inservice activities. Knox County psychologists and Chattanooga and Memphis counselors were split in their beliefs as to whether school social workers conducted inservice activities (see Appendix C-14).

Central office administrators and supervisors and school social workers were the only subgroups who perceived that school social workers developed and/or coordinated preventive programs in the school system (see Table 12). Memphis was the only system where respondents believed that school social workers provided the service (see Table 15, p. 65). Central office administrators and supervisors in Chattanooga, Davidson County, and Memphis, school social workers, Memphis principals, and Davidson County psychologists were the subgroups who believed the service was provided. Knox County central office administrators and supervisors and Memphis

psychologists were evenly divided in their opinion (see Appendix C-15).

Central office administrators and supervisors, school social workers (see Table 12), and Chattanooga respondents perceived that school social workers secured resources of civic clubs (see Table 15). Chattanooga counselors and Knox County central office administrators and supervisors were divided as to whether the duty was being performed. All other central office administrators and supervisors thought the service was provided and all counselor groups did not think it was. No principal subgroup believed that school social workers were securing resources from civic groups and neither did any psychologists except in Memphis. Davidson County school social workers were the only school social worker group who declared they were not providing the service (see Appendix C-25). This service was an instance where Davidson County school social workers perceived the service differently from school social workers in the other systems.

School social workers were not believed by respondents to be performing the management task of filing court petitions for truancy and dependency and neglect. Central office administrators and supervisors thought they did (see Table 12). All subgroups in Chattanooga and Knox County (see Table 15) perceived that school social workers were performing that duty, but no subgroups in Davidson County or Memphis believed school social workers were providing the service (see Appendix C-7).

In addition to central office personnel and school social workers (see Table 12), a majority of subgroups in Chattanooga (see Table 15) believed that school social workers coordinate services for the handicapped. Chattanooga counselors and psychologists did not think the service was provided. School social workers in Davidson County said they were providing the service, but only Davidson County central office administrators and supervisors agreed with them. Memphis school social workers and half the Knox County school social workers said they performed that duty but no subgroups in their systems agreed with them (see Appendix C-22).

No subgroup (see Table 12) or school system (see Table 15) perceived that school social workers developed curricula for classrooms aimed at preventing student problems. No subgroup in any system thought the service was provided by school social workers. Knox County central office administrators and supervisors were equally divided in their opinion (see Appendix C-17).

Only one institutional service was agreed upon by subgroups that school social workers serve on planning committees or boards of community agencies. Central office administrators and supervisors were unanimous in their belief that school social workers were providing the service (see Table 13, p. 63). Respondents in the participating systems except Knox County perceived that school social workers did perform the duty (see Table 16, p. 68). Knox County principals, counselors, and psychologists did not think that school social workers served on community agency boards. Only one of four Chattanooga counselors thought they did (see Appendix C-18).

Central office administrators and supervisors, psychologists, and school social workers (see Table 13) and respondents in Chattanooga, Davidson County, and Memphis (see Table 16) thought that school social workers were participating in planning needed community services indirectly related to school. Principals who responded were equally divided in their opinion. Chattanooga respondents except counselors and Memphis respondents except principals thought the service was provided by school social workers. Only one of four Chattanooga counselors believed the school social worker performed the duty. Davidson County psychologists and school social workers did not believe school social workers were performing that duty. Neither did Knox County principals, counselors, and psychologists. Davidson County school social workers did not agree that the service was provided although a majority of respondents in the school system did (see Appendix C-26).

Central office administrators and supervisors, psychologists, and school social workers (see Table 13), and Chattanooga respondents (see Table 16) believed that school social workers were identifying school factors that contribute to student absenteeism. Chattanooga counselors were equally divided in their opinion, but other Chattanooga subgroups believed that the service was provided. In the other three systems, central office administrators and supervisors, Memphis psychologists and school social workers, and Knox County school social workers perceived that school social workers were performing that duty. Other subgroups who were equally divided in their belief that the duty was performed by school

social workers were Davidson County principals and school social workers and Knox County psychologists (see Appendix C-23). This item did not follow the trend of Chattanooga principals and Davidson psychologists who usually perceived services provided by school social workers the same as others in their subgroups. The majority of principals did not believe school social workers provided the service, but Chattanooga principals did. The majority of psychologists thought school social workers were providing the service, but Nashville psychologists did not.

Central office administrators and supervisors were the only subgroup who perceived that school social workers planned with civic groups in sponsoring positive programs for students (see Table 13). No school system believed school social workers were performing the service (see Table 16). The following subgroups believed that school social workers did provide that service: central office administrators and supervisors except in Knox County, Davidson County principals, and Chattanooga and Knox County school social workers (see Appendix C-24). This item did not follow the trend in which central office administrators and supervisors usually agreed with school social workers that a service was or was not provided.

In summary, respondents perceived that 14 of the 26 services on The School Social Work Task and Performance Inventory were being performed currently by school social workers. Eight other services were believed to be performed in at least one of the school systems surveyed. Twelve services were thought to be performed in

all four school systems. Fourteen services were provided in Knox County, 17 services each in Davidson County and Memphis, and 20 services in Chattanooga.

Central office administrators and supervisors, psychologists, and school social workers perceived that school social workers had a wider range of technical duties than did principals and counselors. Central office administrators and supervisors and school social workers viewed the school social worker role as encompassing more managerial responsibilities than the other three subgroups. The only institutional service perceived by all subgroups as being provided was that of the school social worker serving as a board member of community agencies.

Developing student policies or programs was the only technical service which was not provided in any of the participating school systems. Davidson County school social workers were believed to be providing all the other technical services. Chattanooga school social workers were not believed to be counseling groups and Memphis school social workers were not perceived to be participating in M-Teams. Knox County school social workers were not thought to be counseling groups or supervising college students doing practicums in social work.

The managerial duty of developing curricula for classrooms aimed at preventing student problems was not believed to be provided in any of the four school systems. Chattanooga respondents thought school social workers in their system were performing all the other managerial duties except developing preventive programs.

Memphis and Knox County school social workers provided eight managerial duties each and Davidson County seven managerial services.

Chattanooga school social workers provided three institutional services. Davidson County and Memphis school social workers were thought to provide two institutional services each, but Knox County social workers were not perceived to provide any.

Central office administrators and supervisors except in Knox County and school social workers except in Davidson County perceived that the school social worker provided 75 percent or more of the social work services on the survey. In contrast, Knox County counselors thought school social workers performed only 19 percent of the services. Knox County principals and psychologists believed school social workers provided 35 percent of the services.

Fifty-seven percent of the tasks provided by school social workers in Knox County were activities included in social casework. Davidson County school social workers provided 47 percent of the casework activities, Memphis school social workers 41 percent, and Chattanooga 40 percent. Those services included the following technical services: plans for individual students, is an M-Team member which was not provided in Memphis, and reports to the referral source. Managerial services provided were: uses social history or behavior appraisal to assess social problems of students, provides social work service to families, advocates for a student or family, refers individual students and/or families to community agencies, and documents services provided.

Of the 26 services listed on the survey, 9 were technical, 12 managerial, and 5 institutional. Of the 14 school social work services that the majority of respondents thought were provided, 6 were technical, 7 were managerial, and 1 was institutional.

Results of Question 2

Question 2 asked, "Who provides the service if it is not provided by the school social worker?" Respondents had the choice of one or more of the following: principal, assistant principal, psychologist, counselor, attendance teacher, or other. In some instances, respondents provided multiple responses. Twenty-six tables in Appendix D list for each item the number of professionals who provide services not provided by the school social worker.

Table 17 identifies the professionals believed to provide services not provided by school social workers. The following six services were perceived by a majority of all respondents as being provided by a professional other than the school social worker: petitions juvenile court against non-attending students or their parents, plans for S-Teams, develops student policies or programs, develops curricula, coordinates resources for handicapped students, and plans positive programs for students in cooperation with civic groups. Ninety percent of those who did not believe the school social worker counseled student groups thought the counselor did. According to Table 10 (see p. 56), 50 percent of respondents believed that the school social worker provided the service.

Table 17

Number of Respondents Who Believed Service Was Provided by
Designated Professionals Other Than School Social Workers

Who Provides Service								
The school social worker:	N	Prin	Asst. Prin.	Psy- cholo- gist	Coun- selor	Att. Tcher	Oth- er	Miss- ing
Develops a social work plan for individual students	38	3	1	3	19	0	5	10
Serves as a student or family advocate to schools and community agencies	16	1	2	1	7	0	5	1
* Counsels with groups of students	73	12	5	11	66	3	3	2
Uses social history and/or adaptive behavior appraisal to assess students' social problems	28	2	1	12	14	0	2	4
Participates in Multidisciplinary Team (M-Team) meetings for special education students	52	20	11	28	35	2	14	1
Provides social work service to families, e.g., home visits family counseling, child development	13	1	1	1	2	1	5	5
* Petitions juvenile court against students with poor attendance or their parents after trying other interventions	82	6	3	0	1	50	15	10
Refers students & parents to appropriate community resources	19	3	2	3	16	1	1	2

Table 17 (continued)

Who Provides Service								
The school social worker:	N	Prin	Asst. Prin.	Psy- cholo- gist	Coun- selor	Att. Tcher	Oth- er	Miss- ing
Serves as consultant to school personnel regarding social, emotional, or learning problems of students	44	4	1	20	30	0	5	3
* Formulates inschool screening (S-Team) plans for individual students	113	25	14	36	45	0	28	9
Provides feedback about referred students to principals and school professional personnel	34	1	1	15	11	1	6	5
Manages emergencies or crisis interventions	32	15	7	7	23	1	2	4
* Assists in the planning, development, or evaluation of student policies or programs	111	72	33	10	28	2	23	15
Plans and conducts social work related inservice training	49	7	2	6	7	0	23	12
* Develops and/or coordinates preventive programs at the systemwide or school level	70	13	5	5	25	1	27	14
Assists in the training of beginning school social workers	42	0	0	0	0	1	27	12
* Develops curricula for classrooms aimed at preventing student problems	119	25	11	14	29	1	48	25
Serves on planning committees or boards of community agencies	36	3	2	2	1	1	18	15

Table 17 (continued)

Who Provides Service								
The school social worker:	N	Prin	Asst. Prin.	Psy- cholo- gist	Coun- selor	Att. Tcher	Oth- er	Miss- ing
* Supervises field training of student social workers	45	0	0	1	0	0	28	17
Documents activities & services provided	7	0	0	0	0	0	2	5
Works with administrators to examine symptoms or seeks causes of problems students have, e.g., teenage pregnancy, drugs, child abuse, etc.	33	5	3	8	21	2	7	1
* Coordinates services for multiple-handicapped children	78	14	4	19	18	0	42	11
* Identifies school barriers which hinder pupil attendance or develops plans to overcome them	70	20	17	8	25	18	18	9
* Plans with civic groups for positive growth experiences of students	79	19	9	5	21	3	30	21
* Secures resources from civic groups to provide positive growth experiences for students	72	17	6	2	20	2	25	17
* Participates in the planning or development of needed community services in-directly related to school, e.g., Habitat for Humanity, Chattanooga Venture, support groups for families with specific problems	57	4	1	2	7	1	26	22

Note. In some instances, respondents provided multiple responses.

*These items lack the 50 percent support needed to be perceived as "provided."

Respondents who indicated that another professional provided the service, named counselors as performing the following duties: plans for individual casework, counsels with student groups, uses social history or behavior appraisal to assess student social problems, is an M-Team member, refers to community resources, serves as consultant on mental health problems, takes care of emergencies, and works with administrators to find causes of student problems.

The category, "other", provided the following services: provides social work service to families, plans and conducts social work related inservice training, helps train beginning school social workers, develops curricula, participates as a board member of a community agency, supervises field placement of student social workers, documents services provided, coordinates services for handicapped students, plans programs with civic groups for positive student experiences, and plans or develops with others needed community services.

The psychologist was believed to be an M-Team member and to provide feedback to the referral source. Respondents were equally divided as to whether the psychologist uses social history or adaptive behavior appraisal to assess students' social problems.

In addition to the counselor, respondents thought the principal handled emergencies. The principal was also perceived to develop student policies and programs.

The attendance teacher was seen as enforcing the compulsory school attendance law through court action.

Respondents did not name any of the designated professionals as providing the following school social work services: advocates for a student or family, plans for S-Teams, develops preventive programs for students, identifies school hindrances to pupil attendance, or gets resources from civic groups for positive student programs (see Table 17).

The following analysis of individual items on the survey comparing subgroups, school systems, and subgroups within school systems is based on information in Appendix D.

Counselors responded that they advocated for students if they named someone other than the school social worker. A total of only 11 percent of the respondents replied that the school social worker did not provide the service (see Appendix D-2). Principals, counselors, and Memphis respondents reported that counselors planned for S-Teams for students. Psychologists replied that they planned for S-Teams (see Appendix D-10).

Counselors, Knox County respondents, and Memphis respondents thought the counselor developed preventive programs for students (see Appendix D-15). Davidson County respondents believed that the attendance teacher plans to overcome school barriers to attendance while Knox County respondents thought the counselor performed the service (see Appendix D-23). Chattanooga, Davidson County, and Knox County respondents believed that "other" secures resources from civic groups for positive student programs but those who replied from Memphis thought the counselor was the person who provided the service (see Appendix D-25).

Respondents as a whole and Memphis respondents believed counselors were the professionals who developed a social work plan for individual students. Half of the Memphis respondents were principals and half were counselors (see Appendix D-1).

Respondents as a whole, all four school systems, central office administrators and supervisors, principals, and counselors perceived that counselors do group counseling (see Appendix D-3). The total of respondents, principals, counselors, and Memphis respondents believed that counselors use social history or behavior appraisal to assess students' social problems. Respondents were equally divided as to whether psychologists provide the service, but Knox County respondents thought they did (see Appendix D-4).

Counselors and psychologists were perceived to participate in M-Teams by respondents as a whole, by counselors, and by Davidson County, Knox County, and Memphis respondents. Principals thought counselors were a part of M-Teams and psychologists and school social workers thought psychologists took part in M-Teams (see Appendix D-5).

Respondents as a whole, counselors, and Chattanooga, Knox County, and Memphis respondents named the counselor as making referrals to community agencies. However only 11 percent of respondents named other professionals besides school social workers as providing the service (see Appendix D-8).

Respondents as a whole, counselors, and Memphis respondents named counselors as consultants to school personnel regarding students' problems. Principals and Davidson County and Knox County

respondents believed counselors and psychologists acted as consultants. Psychologists believed they provided the service (see Appendix D-9).

The total of respondents, central office administrators and supervisors, principals, and Knox County and Memphis respondents believed that both counselors and principals handle emergencies. In addition, counselors and Davidson County respondents thought counselors provided the service (see Appendix D-12). Respondents as a whole, principals, counselors, and Knox County and Memphis participants thought counselors work with administrators to seek causes of student problems (see Appendix D-21).

The total of respondents, all subgroups, and the four school systems perceived that the principal develops student policies or programs (see Appendix D-13). The total of respondents, psychologists, and those who replied from Chattanooga and Knox County believed that the psychologist provides feedback to school personnel about referred students. Counselors thought counselors provided the service (see Appendix D-11).

Respondents, central office administrators and supervisors, counselors, psychologists, school social workers, and those from the school systems except Chattanooga who named another professional for taking student attendance problems to court listed the attendance teacher. Principals were divided as to whether the attendance teacher performed the service (see Appendix D-7).

Respondents as a whole, principals, counselors, and all school systems except Knox County perceived that "other" was responsible

for providing school social work related inservice training (see Appendix D-14). All respondents, all subgroups, and all four school systems thought "other" helped train beginning school social workers (see Appendix D-16).

The total of respondents, principals, psychologists, school social workers, and those who replied from Davidson County and Memphis believed "other" developed curricula aimed at the prevention of student problems. Central office administrators and supervisors were divided as to whether "other" provided the service. Principals and counselors were seen by a minority of respondents as developing curricula (see Appendix D-17).

Respondents thought "other" to be the professional who serves on community planning committees and boards (see Appendix D-18), supervises students doing practicums in school social work (see Appendix D-19), and documents services provided (see Appendix D-20). All subgroups and all four school systems thought "other" supervises students placed with school social workers for practicums (see Appendix D-19). The total number of respondents answering the preceding items was low.

Respondents as a whole, all subgroups, and the school systems except Knox County perceived that a professional other than the school social worker coordinates services for multiple-handicapped children (see Appendix D-22). The total of respondents, principals, psychologists, Davidson County, and Knox County believed that "other" professionals plan with civic groups for positive programs for students. Central office administrators and supervisors, counselors,

school social workers, and Chattanooga respondents were divided as to whether "other" provided the service. Memphis respondents thought the counselor was the person responsible (see Appendix D-24).

In addition to the total respondents, central office administrators and supervisors, principals, psychologists, school social workers, and those who replied from the four school systems perceived that "other" participates in the development of related community services. Counselors were divided as to whether "other" provided the service (see Appendix D-26).

In analyzing results of Appendix Tables D-1 through D-26, the researcher noted that counselors perceived themselves as performing 46 percent of the social work services--more than any other subgroup. Memphis respondents believed counselors provided 37 percent of the services, followed by Knox County with 35 percent, and principals with 31 percent. Psychologists and school social workers believed the counselor performed none of the services and Chattanooga respondents thought he/she performed 12 percent of the services.

Davidson County respondents had 31 percent who perceived that the category "other" provided the school social work service. This was followed by principals with 27 percent and psychologists with 23 percent. Counselors and central office administrators and supervisors had only 15 percent believing that the duty was provided by "other".

Psychologists and Knox County respondents believed the psychologist performed 15 percent of the social work services on the survey. Davidson County respondents perceived that the psychologist provided 8 percent of the services. The other subgroups and school systems believed that the psychologist performed only 4 percent of the duties. School social workers thought "other" professionals performed 19 percent of the services and the principal, psychologist, and attendance teacher, 4 percent each.

Principals and Knox County and Memphis respondents perceived the principal as providing 8 percent of the services. The other subgroups and school systems thought the principal performed 4 percent of the duties. The assistant principal was not believed by any subgroup or school system to provide the school social work services listed on the survey.

Davidson County respondents thought the attendance teacher provided 8 percent of the services. The other subgroups except principals and Knox County and Memphis believed the attendance teacher performed 4 percent of the duties. Principals were equally divided as to whether the attendance teacher provided any services but Chattanooga respondents stated he/she did not.

Chattanooga and Memphis respondents believed that "other" professionals provided 23 percent of the social work services on the questionnaire, and Knox County believed that "other" provided 19 percent. Davidson County respondents perceived that counselors performed 19 percent of the services.

In summary, there is more perceived overlap of social work services with duties of the counselor than any other professional. There were more duties listed by respondents for "other", but that category could include several different professionals such as special education supervisor, curriculum specialist, social work and/or pupil services supervisor, or another central office administrator or supervisor.

Services perceived as performed by the attendance worker, psychologist, and principal could be applied to them as well as to school social workers. In the school systems except Chattanooga, the attendance worker is responsible for taking students to juvenile court if other interventions to improve attendance are not successful. Both services perceived as provided by the psychologist, participating in M-Teams and providing feedback, are technical services. The psychologist's feedback to the referral source is a detailed written report. One service perceived to be provided by the principal, handling emergencies, is managerial, and one service, developing student policies, is institutional.

Respondents identified six services as being provided by some professional other than the school social worker in the school systems surveyed. The counselor was perceived as counseling student groups by 90 percent of those who did not believe the school social worker provided the service. For those who listed other professionals in answer to Question 2, the category "other" was seen as providing 10 services and the counselor as providing 8 services. Both the psychologist and counselor were perceived as participating

in M-Teams and both the counselor and principal were perceived as taking care of emergencies. The principal and psychologist were thought to perform one other service each and the attendance teacher was believed to be the person charged with filing petitions in juvenile court on students who did not attend school regularly. The majority of respondents did not name another professional for performing five of the social work services listed on the questionnaire.

Results of Question 3

Question 3 asked, "How effective is the quality of service provided by school social workers?" Respondents who answered "Yes" to Question 1, "What services are provided by school social workers?" were to rate each of those services on a six point scale. The choices and numbers assigned to each were:

very ineffective--one,
somewhat ineffective--two,
undecided--tend toward ineffective--three,
undecided--tend toward effective--four,
somewhat effective--five,
very effective--six.

Mean ratings were computed for each subgroup and school system surveyed. Responses of the subgroups and school systems for each item are given in Appendix E.

Table 18 reports the number of responses by level of effectiveness for school social worker services identified and the

Table 18

Number of Responses by Level of Effectiveness for
Services Provided by School Social Workers

The school social worker:	Effectiveness of Service Provided							Miss- ing	Mean
	VI	SI	UTTI	UTTE	SE	VE	Total		
Develops a social work plan for individual students	1	5	6	9	45	36	102	5	5.0
Serves as a student or family advocate to schools & community agencies	1	7	7	13	44	46	118	11	4.9
* Counsels with groups of students	1	2	2	7	32	26	70	3	5.1
Uses social history and/or adaptive behavior appraisal to assess students' social problems	3	3	5	10	40	52	113	5	5.1
Participates in Multidisciplinary Team (M-Team) meetings for special education students	4	5	1	10	32	35	87	5	4.9
Provides social work service to families, e.g., home visits, family counseling, child development	4	4	4	11	44	60	127	9	5.1
* Petitions juvenile court against students with poor attendance or their parents after trying other interventions	2	5	6	2	23	20	58	5	4.7
Refers students and parents to appropriate community resources	4	5	1	13	45	54	122	7	5.1
Serves as consultant to school personnel regarding social, emotional, or learning problems of students	2	3	4	12	41	37	99	3	5.0
* Formulates inschool screening (S-Team) plans for individual students	0	4	0	0	16	13	33	1	5.0

Table 18 (continued)

Effectiveness of Service Provided									
The school social worker:	VI	SI	UTTI	UTTE	SE	VE	Total	Miss- ing	Mean
Provides feedback about referred students to principals and school professional personnel	3	5	0	10	52	38	108	6	5.0
Manages emergencies or crisis interventions	4	5	0	7	44	44	104	6	5.1
* Assists in the planning, development, or evaluation of student policies or programs	0	0	1	5	13	12	31	2	5.2
Plans & conducts social work related inservice training	1	7	3	9	36	29	85	6	4.9
* Develops and/or coordinates preventive programs at the systemwide or school level	1	6	0	13	32	14	66	3	4.7
Assists in the training of beginning school social workers	1	3	3	10	32	28	77	2	5.0
* Develops curricula for classrooms aimed at preventing student problems	0	0	2	2	14	5	23	1	5.0
Serves on planning committees or boards of community agencies	2	3	3	17	28	29	82	4	4.9
* Supervises field training of student social workers	1	3	2	9	24	30	69	2	5.1
Documents activities and services provided	2	5	3	12	42	52	116	7	5.1
Works with administrators to examine symptoms or seeks causes of problems students have, e.g., teenage pregnancy, drugs, child abuse, etc.	1	9	3	6	43	40	102	5	5.0
* Coordinates services for multiple-handicapped children	1	3	1	6	22	19	52	4	5.0

Table 18 (continued)

Effectiveness of Service Provided									
The school social worker:	VI	SI	UTTI	UTTE	SE	VE	Total	Miss- ing	Mean
* Identifies school barriers which hinder pupil attendance or develops plans to overcome them	2		5	12	25	21	67	5	4.8
* Plans with civic groups for positive growth experiences of students	1	1	1	9	23	11	46	3	4.8
* Secures resources from civic groups to provide positive growth experiences for students	1	3	1	11	27	20	63	2	4.9
* Participates in the planning or development of needed community services indirectly related to school, e.g., Habitat for Humanity, Chattanooga Venture, support groups for families with specific problems	1	2	2	11	25	25	66	3	5.0

*These items lack the 50 percent support needed to be perceived as "provided."

mean rating for each item. The range of means for all items was between 4.7 and 5.2. This represented an overall rating of "somewhat effective."

Sixty-five percent of school social work services had a rating of 5.0-5.2. Of the highest rated services, 35 percent were casework activities and 41 percent were services from other models of social work. Forty-one percent of the highest rated services were provided by less than a majority of school social workers. Those school social workers were effective who were planning S-Teams, helping develop student policies and programs, developing curricula, and coordinating services for the handicapped.

Table 19 shows the mean score of effectiveness, ordered from high to low, of services provided by school social workers. Means of each of the five subgroups are also given. The total mean rating for the 26 items was 5.0.

According to Table 19, respondents replied that the eight most effective social work services had a mean of 5.1 or 5.2, "somewhat effective." The school social worker had an effectiveness rating of 5.1 in counseling student groups but respondents were equally divided as to whether the school social worker provided the service. Working on student policies was another social worker service judged to be "somewhat effective" (5.2), but that service was perceived to be provided by only 22.9 percent of respondents (see Table 13, p.63). Supervising field training of student social workers, a service with an effectiveness rating of 5.1, lacked the 50 percent

Table 19

Mean Effectiveness Score for Services Provided by
School Social Workers Ordered From High to Low

The school social worker:	Subgroups					Mean
	Central Office	Prin- cipals	Coun- selors	Psy- chol- ogists	Social Work- ers	
* Assists in the planning, development, or evaluation of student policies or programs	5.1	5.3	4.6	4.7	5.6	5.2
* Counsels with groups of students	5.2	5.2	4.1	4.8	5.5	5.1
Uses social history and/or adaptive behavior appraisal to assess students' social problems	5.2	5.2	4.7	4.9	5.5	5.1
Provides social work service to families, e.g., home visits, family counseling, child development	5.2	4.9	5.0	4.7	5.7	5.1
Refers students and parents to appropriate community resources	5.3	5.2	4.6	4.8	5.5	5.1
Manages emergencies or crisis interventions	4.9	5.2	4.6	4.8	5.6	5.1
* Supervises field training of student social workers	5.1	4.8	5.1	4.6	5.4	5.1
Documents activities and services provided	5.0	5.1	5.0	4.8	5.5	5.1
Develops a social work plan for individual students	4.9	4.8	4.6	4.8	5.6	5.0
Serves as consultant to school personnel regarding social, emotional, or learning problems of students	4.9	5.1	4.4	4.8	5.5	5.0
* Formulates inschool screening (S-Team) plans for individual students	4.8	5.1	4.6	5.0	5.5	5.0
Provides feedback about referred students to principals and school professional personnel	5.0	4.9	4.8	4.8	5.5	5.0

Table 19 (continued)

	Subgroups					Mean
	Cen- tral Office	Prin- cipals	Coun- selors	Psy- chol- ogists	Social Work- ers	
The school social worker:						
Assists in the training of beginning school social workers	5.1	4.8	4.8	4.9	5.4	5.0
* Develops curricula for classrooms aimed at preventing student problems	5.2	4.6	5.0	4.0	5.3	5.0
Works with administrators to examine symptoms or seeks causes of problems students have, e.g., teenage pregnancy, drugs, child abuse	5.3	4.9	4.8	4.5	5.3	5.0
* Coordinates services for multiple-handicapped students	4.9	4.8	4.8	5.7	5.1	5.0
* Participates in the planning or development of needed community services indirectly related to school, e.g., Habitat for Humanity, Chattanooga Venture, support groups for families with specific problems	5.5	4.9	4.8	4.0	5.6	5.0
Serves as a student or family advocate to schools and community agencies	4.9	5.1	4.6	4.6	5.5	4.9
Participates in multidisciplinary Team (M-Team) meetings for special education students	5.1	5.0	4.8	4.6	4.9	4.9
Plans and conducts social work related inservice training	5.0	5.1	4.5	4.5	5.0	4.9
Serves on planning committees or boards of community agencies	5.1	4.9	4.6	4.5	5.1	4.9
* Secures resources from civic groups to provide positive growth experiences for students	5.2	5.0	4.4	4.0	5.5	4.9
* Identifies school barriers which hinder pupil attendance or develops plans to overcome them	4.5	5.2	4.8	4.0	5.1	4.8

Table 19 (continued)

	Subgroups					Mean
	Central Office	Prin- cipals	Coun- selors	Psy- chol- ogists	Social Work- ers	
The school social worker:						
* Plans with civic groups for positive growth experiences of students	5.2	4.6	4.2	4.7	5.3	4.8
* Petitions juvenile court against students with poor attendance or their parents after trying other interventions	4.7	5.0	4.6	4.1	4.8	4.7
* Develops and/or coordinates preventive programs at the systemwide or school level	5.2	4.4	4.0	4.5	5.1	4.7
	—	—	—	—	—	—
Total Mean Rating	5.0	5.0	4.7	4.6	5.4	5.0

*These items lack the 50 percent support needed to be perceived as "provided."

support needed to be perceived as being provided (see Table 10, p. 56).

Other "somewhat effective" services (mean of 5.1) were: assesses students' social problems by use of social history and/or adaptive behavior appraisal, assists families referred using social casework, refers students or parents to community services, handles crises, and documents services provided.

None of the four social work services rated lowest in effectiveness on Table 19 (mean rating of 4.7 or 4.8) was perceived by respondents to be provided by school social workers. One was an institutional service--the school social worker identifies school barriers which interfere with student attendance or develops plans to alleviate them (see Table 13, p. 63). The other three services rated lowest in effectiveness and not believed to be provided were the following managerial services: plans positive programs with civic groups for students, files petitions in juvenile court on attendance problems, and develops preventive programs (see Table 12, p. 61). School social workers who were providing those services were not perceived to be as effective as school social workers performing other services.

School social workers perceived their own effectiveness more positively than did any other subgroup. As reported in Table 19, they gave themselves a mean effectiveness rating of 5.4. Central office personnel were the second most positive with a mean of 5.1 followed by principals, 5.0; counselors, 4.6; and school psychologists, 4.6.

According to Table 19, school social workers thought they were "very effective" (mean of 5.5 to 5.7) in providing the following services: assesses students' social problems using social history or adaptive behavior measures, provides services to families, refers to community agencies, handles emergencies, documents services provided, makes a casework plan for individual students referred, acts as a consultant, gives feedback to the referral source, and advocates for a student or family. School social workers believed they were "very effective" in counseling student groups (mean of 5.5), but respondents were equally divided as to whether the service was provided (see Table 11, p. 59). School social workers also perceived they were "very effective" (5.6) in participating in developing related community services, but that service was not thought to be provided (see Table 10, p. 56).

Also in Table 19, school social workers thought they were "very effective" (mean of 5.5) in securing resources from civic groups, but only central office administrators and supervisors and school social workers perceived that the service was provided (see Table 12, p. 61). Although the majority of school social workers did not formulate S-Team plans (see Table 11, p. 59), or help develop student policies (see Table 13, p. 63), those who did believed they were very effective.

According to Table 19, central office administrators and supervisors perceived the school social worker as "very effective" (mean of 5.5) in planning for related community services. Even though neither a majority of psychologists nor total respondents

believed the service was provided (see Table 12, p. 61), psychologists who thought the school social worker coordinated services for handicapped students believed they were "very effective" (mean of 5.7).

Counselors more than any other subgroup perceived school social workers as least effective on 10 items and were tied in evaluating them lowest on 5 other services. Psychologists rated school social workers as less effective than the other subgroups on 11 services and tied with counselors for the lowest rating on 3 other services. Counselors tied with principals in rating the school social worker least effective on two items (see Table 19).

Counselors were undecided but tended toward believing school social workers were effective in developing preventive programs (mean of 4.0). That service was also rated lowest by respondents (mean of 4.7) and principals (mean of 4.4), who were undecided about the school social worker's effectiveness.

A service also rated lowest in effectiveness by respondents was the school social worker taking chronic nonattending students to juvenile court (mean of 4.7). Psychologists were undecided about the effectiveness of that service (mean of 4.1). Neither service was perceived by respondents, counselors, or psychologists as being provided (see Table 12, p. 61). Those school social workers who provided the service were not perceived as effective as in other services that they provided.

Next lowest in effectiveness (mean of 4.8) was the school social worker's services in correcting school obstacles to improving pupil

attendance and planning with civic groups for positive experiences for students. Psychologists were undecided about the school social worker's effectiveness (mean of 4.0) in developing plans to overcome school barriers to attendance. Counselors were undecided as to whether the school social worker was effective (mean of 4.2) in planning positive programs for pupils in cooperation with civic clubs. School social workers perceived they were working to correct school hindrances to attendance but were not planning with civic groups to provide positive programs for students (see Table 13, p. 63). School social workers who were providing either service were perceived by respondents to be "somewhat effective", but not as effective as with other services they performed (see Table 19).

Counselors were also undecided about the school social worker's effectiveness in counseling groups (mean of 4.1), serving as consultant (mean of 4.4), and securing resources from civic groups to provide positive experiences for students (mean of 4.4). Psychologists were undecided about the school social worker's effectiveness in developing curricula for classrooms (mean of 4.4), participating in related community services (mean of 4.0), and securing resources from civic groups to develop positive student programs (mean of 4.0). Central office professionals and school social workers did not rate the effectiveness of any service as "undecided--tend toward effective" (below a mean of 4.5) (see Table 19).

Nine services with an effectiveness rating of 5.0 or above (see Table 19) also had a total percentage of "Yes" responses over 69 percent. That which school social workers are perceived as doing by

the largest majority of respondents, they are perceived as doing more effectively. Following are the services: assesses social problems of students using social history or adaptive behavior measures, gives casework services to families, refers to community agencies, handles crises, and documents services provided (see Table 12, p. 64); plans for delivery of services to individual students, acts as consultant, gives feedback to referral source, and seeks causes of students' social problems by working with administrators (see Table 11, p. 59).

The mean score of effectiveness of services provided by school social workers by school system is given in Table 20. Chattanooga and Davidson County had total mean ratings of 5.1, followed by Knox County, 5.0, and Memphis, 4.7.

Chattanooga school social workers were believed to be "very effective" (mean of 5.5 or higher) in providing services to families, referring students and/or parents to community agencies, and giving feedback to teachers and principals. Neither Davidson County nor Memphis respondents perceived the school social worker to be "very effective" in providing any services.

Knox County school social workers were believed to be "very effective" in planning for S-Teams, planning student policies or programs, developing curricula, and coordinating services for handicapped students (see Table 20). However only 19 percent of Knoxville respondents perceived that any of those services were provided (see Table 14-16, p. 64-68). Those Knoxville school social

Table 20

Mean Effectiveness Score for Services Provided by
School Social Workers by School System

	School System			
	Chat- tanoo- ga	David- son County	Knox County	Mem- phis
The school social worker:				
Develops a social work plan for individual students	5.0	5.3	4.7	4.7
Serves as a student or family advocate to schools and community agencies	5.2	5.2	4.8	4.7
* Counsels with groups of students	5.2	5.1	5.3	5.0
Uses social history and/or adaptive behavior appraisal to assess students' social problems	5.2	5.1	5.1	5.0
Participates in multidisciplinary Team (M-Team) meetings for special education students	5.2	5.1	4.4	4.7
Provides social work service to families, e.g., home visits, family counseling, child development	5.5	5.3	4.5	4.9
* Petitions juvenile court against students with poor attendance or their parents after trying other interventions	5.0	5.0	3.8	5.0
Refers students and parents to appropriate community resources	5.5	5.2	4.7	4.8
Serves as consultant to school personnel regarding social, emotional, or learning problems of students	5.3	5.2	5.0	4.7
* Formulates inschool screening (S-Team) plans for individual students	5.1	5.4	5.8	4.5
Provides feedback about referred students to principals and school professional personnel	5.5	5.2	5.1	4.5
Manages emergencies or crisis interventions	5.4	5.0	4.8	4.8
* Assists in the planning, development, or evaluation of student policies or programs	5.3	5.3	5.8	4.7

Table 20 (continued)

	School System			
	Chat- tanoo- ga	David- son County	Knox County	Mem- phis
The school social worker:				
Plans and conducts social work related inservice training	4.7	5.1	4.9	4.8
* Develops and/or coordinates preventive programs at the systemwide or school level	5.0	5.0	4.5	4.4
Assists in the training of beginning school social workers	4.8	5.2	4.6	5.1
* Develops curricula for classrooms aimed at preventing student problems	4.8	5.3	5.5	4.7
Serves on planning committees or boards of community agencies	4.9	5.1	5.0	4.6
* Supervises field training of student social workers	4.7	5.2	5.1	5.2
Documents activities and services provided	5.3	5.2	5.3	4.8
Works with administrators to examine symptoms or seeks causes of problems students have, e.g., teenage pregnancy, drugs, child abuse	5.2	5.1	4.6	4.8
* Coordinates services for multiple-handicapped children	5.1	5.2	5.8	4.4
* Identifies school barriers which hinder pupil attendance or develops plans to overcome them	.0	4.5	5.2	4.5
* Plans with civic groups for positive growth experiences of students	4.9	5.2	5.3	4.5
* Secures resources from civic groups to provide positive growth experiences for students	5.3	5.0	5.0	4.5
* Participates in the planning or development of needed community services indirectly related to school, e.g., Habitat for Humanity, Chattanooga Venture, support groups for families with specific problems	5.2	5.3	5.3	4.6
Total Mean Rating	5.1	5.1	5.0	4.7

*These items lack the 50 percent support needed to be perceived as "provided."

workers who were perceived to be performing the services were thought to be doing an outstanding job.

According to Table 20, Knox County and Memphis respondents were undecided about the school social worker's effectiveness (mean 4.4 or below) on two services each. Knox County respondents were undecided as to whether the school social worker was effective in taking nonattending students to juvenile court (mean of 3.8) and serving on M-Teams (mean of 4.4). Participants from Memphis were undecided whether the school social worker was effective in developing preventive programs for students (mean of 4.4) and coordinating services for handicapped pupils (mean of 4.4). Memphis respondents did not perceive that the school social worker coordinated services for the handicapped (see Table 14, p. 64) and those school social workers who were providing the service were not thought to be very effective.

In summary, the mean score for all items indicated that respondents thought the school social worker was "somewhat effective". School social workers rated themselves as much more effective than other professionals in the survey did. They perceived they were "very effective" on 65 percent of the services provided. Central office administrators and supervisors and psychologists each thought school social workers were "very effective" on 6 percent of services provided. Knox County respondents believed school social workers to be "very effective" in providing 15 percent of all 26 services and Chattanooga respondents believed they were "very effective" in providing 18 percent of services that were provided.

Counselors perceived the school social workers to be least effective on 10 services and tied for least effective on 5 other services. Psychologists rated the school social worker least effective on 11 services and tied with counselors in viewing the school social worker as least effective on 3 services. Counselors tied with principals in viewing the school social worker as least effective on two other items. Counselors and psychologists were each undecided about the effectiveness of the school social worker in providing five social work services, Knox County and Memphis respondents were each undecided about two services, and principals were undecided as to the effectiveness of one service. Nine of the most effective services were perceived to be provided by almost 75 percent of the respondents.

Results of Question 4

Question 4 (Opinion Question 1) was, "Are there other services not listed in the questionnaire that should be provided by school social workers?" The question asked for opinions and was open-ended.

In the survey, statements of services provided were more general than many of the replies to this question. Some responses dealt with specific services which may or may not be provided in more than one school system. General headings the researcher used to group replies were: develops a social work plan for individual students, serves as a student or family advocate, counsels with groups of students, provides social work service to families, serves as

consultant to school personnel, performs administrative tasks, advances school-community relations, participates in activities related to professional leadership and/or public relations.

Suggested services which fell under the general category of providing social work service to families included the following: conducts family therapy (Davidson County and Memphis Central Office); serves pregnant students (Memphis Central Office); works as liaison between home, school, and community (Davidson County and Knox County Central Office and Memphis counselor); provides parent training (Memphis principal, two Memphis counselors, and a Davidson County school social worker); secures resources for economic needs (a Davidson County counselor and a Knox County school social worker); sets up support groups for parents (Davidson County school social worker); arranges transportation for parents (Davidson County central office and a Knox County psychologist).

Suggested services which were included under planning for individual students were providing individual therapy for students (Memphis central office and Davidson County school social worker) and testifying in court in child custody suits (Memphis school social worker). Services under counsels with groups of students were providing group counseling in classrooms (Chattanooga school social worker) and working as a member of an Alcohol and Drug Abuse Team (Memphis central office). Suggestions which fit into the consultant role of the school social worker were serving as a team member in serious discipline cases (Chattanooga school social worker) and collaborates with the school counselor (Memphis

counselor). A suggested service under advancing school-community relations was preparing school-community programs (Knox County counselor). A service considered by the researcher to be an administrative task was securing parent signatures for school needs (Chattanooga counselor).

Other services suggested related to the school social worker's professional leadership activities and/or public relations. Included were the following: works with elected officials to seek improved services to students and families, develops presentations such as videotapes about school social work, participates in developing educational policy at the state level, prepares articles for publication, participates actively in professional organizations, and serves on negotiating teams.

School social work services listed in answer to the question were more specific than items in the questionnaire. Some services enumerated might not apply to all systems surveyed. Each item was placed under one of the general statements the researcher used to categorize answers. A small percentage of respondents suggested additional services.

Results of Question 5

Research Question 5 (Opinion Question 2) was open-ended and asked for the respondent's opinion of the three most important services provided by school social workers. Table 21 reports the three most important services listed in descending order by the

Table 21

Summary of Three Most Important Services Provided
by School Social Workers Ordered by
Number of Respondents

Most Important Services Provided				
The school social worker:	Number Ranking Importance	1	2	3
Provides social work service to families, e.g., home visits, family counseling, child development	142	64	46	32
Develops a social work plan for individual students	56	25	24	7
Refers students and parents to appropriate community resources	43	4	20	19
Uses social history and/or adaptive behavior appraisal to assess students' social problems	24	13	8	3
Serves as a student or family advocate to schools and community agencies	23	7	9	7
Serves as consultant to school personnel regarding social, emotional, or learning problems of students	22	3	6	13
Manages emergencies or crisis interventions	9	4	2	3
Participates in Multidisciplinary Team (M-Team) meetings for special education students	9	0	3	6

number of respondents replying. Included are services rated by nine or more persons.

Providing social work services to families was ranked by 95 percent of respondents as one of the three most important services provided by school social workers. Casework planning for individual students was ranked among the top three by 38 percent of respondents. Referring to community agencies was considered as one of the three most important by 29 percent of respondents.

Between 15 and 16 percent of respondents ranked the following services of the school social worker among the top three: assesses social problems of students, acts as a student or family advocate, and serves as a consultant to school personnel.

Other services performed by the school social worker which were ranked 1-3 by 6 percent or fewer respondents were: handles emergencies, is an M-Team member, counsels student groups, takes legal action against chronic absentees, plans for inschool screenings (S-Teams), reports on progress of referrals, leads social work inservice, initiates preventive programs, coordinates services for handicapped children, helps administrators identify causes of student problems, provides growth experiences for students by using civic resources, and works in the development of related community services.

Four services not listed on the survey were suggested as being one of the three most important services the school social worker provides by one or two respondents. Included were: coordinates services of agencies, provides classroom group guidance, serves as

consultant to community agencies representing schools, and displays personal professionalism.

The researcher did a content analysis of the most important school social work services. Holstei (1969) classified data for content analysis into recording units and context units. The recording unit the researcher used was the individual school social work service listed on the survey. The three levels of organizational decision-making--technical, managerial, and institutional--comprised the context units into which the recording units were placed for analysis (Parsons, 1958). Data were integrated with information gathered from the questionnaires to provide depth and a subjective dimension to the analysis and interpretation.

Two technical services and four managerial services were ranked among the three most important by more than nine respondents. The technical services were: plans for resolving individual student problems and serves as consultant to school personnel. More than 69 percent of respondents replied that both services were provided (see Table 11, p. 59). Managerial services rated among the top three were: assesses social problems of students, provides services to families, advocates for a student or family, and uses community resources by referring students and parents. More than 80 percent of respondents perceived that the school social worker provided those managerial services (see Table 12, p. 61). One technical service related to students and one to school professional personnel. All four of the managerial services related to students and/or their families. Those six services were rated among

the most effective by respondents (mean of 4.9 to 5.1) (somewhat effective) (see Table 18, p. 93).

In summary, the three most important services provided by the school social worker listed by respondents were: provides social work service to families, plans for casework for individual students, and makes appropriate referrals to community resources. Planning for individual students is a technical service but working with families and making referrals in the community are managerial.

Results of Question 6

Question 6 (Opinion Question 3) asked, "Are there ways to improve the quality of the service provided by school social workers?" If respondents answered "Yes", they were asked to make suggestions for improvement. Table 22 records the number of respondents by classification of position who suggested ways of improving the quality of service provided by the school social worker. Of the 149 persons who responded to the survey, 74 percent had suggestions for improving the quality of school social work service. Six percent of respondents answered "No" and 20 percent of responses were missing. The numbers of respondents making suggestion by subgroups were: central office, 17; principals, 28; counselors, 25; psychologists, 15; and social workers, 25.

Suggestions for improving the quality of school social work service made by 46 percent of respondents were included under the general classification of solving budgetary problems. Those suggestions were: decreasing the school social worker's caseload,

Table 22

Number of Respondents by Classification of Position Who
Suggested Ways to Improve the Quality of Service
Provided by the School Social Worker

Subgroups	Yes	No	Missing	Total
Central Office	17	0	5	22
Principals	28	3	10	41
Counselors	25	6	9	40
Psychologists	15	0	5	20
Social Workers	25	0	1	26
	—	—	—	—
Total	110	9	30	149

decreasing the school social worker/pupil ratio, including school social workers in the state minimum foundation program for education, and paying school social workers on the same pay scale as other school professionals (Memphis).

Categories the researcher used to classify suggestions made by 8 percent to 17 percent of persons who replied included: increase efficiency, upgrade quality, and improve evaluation.

Specific recommendations for upgrading the quality of school social workers were: improve training for school social workers, select new workers carefully, and raise certification standards. Tennessee certification for school social workers is based on a bachelor's degree and competencies in specific areas (Rules, Regulations, and Minimum Standards, Book One, 1986, p. 10; Book Three, 1986, pp. 51-52). Twenty-one states require a Master of Science in Social Work degree for school social work certification (Hawkins, 1980, p. 91).

Suggestions made by fewer than 7 percent of respondents were classified by the researcher as follows: improve communication and/or coordination of services, upgrade job description, improve staff development for school social workers, broaden social worker role to include preventive programs for all students, decrease paperwork, provide teacher inservice on school social work, improve coordination with agencies, and clarify policies dealing with school social work.

An innovative approach to better trained workers and improved delivery of services was being tried during the 1987-88

school year in Davidson County (Nashville). Pupil personnel specialists were assigned to eight middle schools. These professionals each had the combined role of psychological examiner, counselor, and social worker. Seven pupil personnel specialists were originally school psychologists and one was a school social worker.

To summarize, respondents replied that the best way to improve the quality of service the school social worker provides was to decrease the individual worker's caseload or decrease the social worker/pupil ratio. The principal suggestions which would not increase the cost of the service were to increase efficiency, upgrade the quality of workers, and improve evaluation.

Results of Question 7

Question 7 (Opinion Question 4) asked, "What, if any, obstacles exist to prevent school social workers from providing the services you see as essential?" The researcher placed the obstacles listed under one of the general statements used in discussing replies of respondents.

A total of 49 percent of respondents cited budgetary problems as principal obstacles. These included: too large school social worker caseloads, too high school social worker/pupil ratio, too large geographical area served by school social workers, or lack of funding for enough school social workers. Problems in service delivery was the obstacle mentioned by 21 percent of respondents. Nine percent, 57 percent of whom were school social workers, recorded that lack of understanding of the school social worker role was an obstacle.

Other obstacles suggested by 5 percent or fewer respondents were categorized by the researcher as follows: inefficiency of individual school social workers, inadequately trained school social workers, lack of family cooperation, problems with school social work supervision, political obstacles inherent in large systems, ineffective marketing of school social work services to administrators, poor communication or poor coordination of services with school personnel, poor communication or poor coordination of services with community agencies, lack of support or follow-up by community agencies, and lack of inservice time.

Results of Question 8

Question 8 (Opinion Question 5) asks, "What changes, if any, do you recommend to improve the services provided by school social workers?" The researcher classified responses into the general statements listed in discussing the percentages of persons who suggested changes.

The changes recommended by 31 percent of respondents were budgetary--to decrease caseloads or lower the school social worker/pupil ratio. Twenty-one percent suggested increasing the efficiency of the school social worker.

Between 5 percent and 7 percent of respondents recommended the following: improve supervision of school social workers, provide staff development for school social workers, improve training and/or initial selection, clarify job description, and increase liaison role with community and/or agencies.

Other suggestions for improved school social work service identified by 3 percent or less respondents included: work for state funding for school social workers, improve evaluation, broaden school social work services to include preventive programs, hire paraprofessionals for tasks requiring less skill, provide more inservice for school staff on school social work services, raise certification standards for school social workers, improve marketing of school social work services, use pupil personnel specialists instead of separate specialties, provide funding for summer work for school social workers to follow-up cases, refer problems to school social workers earlier, need school social work program evaluation by experts, give school social worker compensatory time to offer evening and/or Saturday counseling.

Comparison of Results with State Job Description
for School Social Workers

Twenty-seven social work services are listed in the Tennessee state job description for school social workers under the following headings: services to learners, services to school staff, services to parents/families, and services to administration (Rules, Regulations, and Minimum Standards, Book Three, 1986, pp. 129-130). The Tennessee school social worker job description is included in Appendix F. Some services in the job description were more specific than statements the researcher used.

Nineteen of the state recommended school social work services were included in the following items from the survey: does individual casework planning, counsels groups of students, assesses students' social problems using social history or adaptive behavior appraisal, is a M-Team member, provides services to families, makes referrals to community agencies, is a consultant to school personnel, gives feedback to referral source, helps plan student policies or programs, plans and presents social work inservice training, develops preventive programs at the systemwide or school level, documents activities and services provided, and works with administrators to seek causes of student problems. Of those services, the only one that some subgroups or school systems did not perceive to be provided was that the school social worker develops student policies and programs.

The following school social work services from the state job description were not specifically covered in this research:

1. Counsels individual students,
2. Mediates between the family and school,
3. Plans and supervises a school social work program that is effective,
4. Is a liaison between the school, community agencies, and private practitioners,
5. Evaluates school social work services regularly,
6. Assists in assessing needs for staff development,
7. Prepares budgets for school social work,

8. Helps to prepare required school or systemwide reports
(Rules, Regulations, and Minimum Standards, Book Three,
1986, p. 129-130).

The majority of items on the state school social worker job description not included on the survey were services to the school staff and administrative tasks. The job description specified that administration should not occupy more than 10 percent of a school social worker's time (Rules, regulations, and Minimum Standards, Book Three, 1986, p. 130).

In answer to Question 4, which asked for additional services not covered in the survey, three respondents mentioned the liaison role of the school social worker and two respondents listed individual therapy instead of individual counseling. No respondents listed any other services in the job description that were not on the survey.

Comparison of Results with State Job Descriptions for Pupil Services Workers

Table 23 compares the Tennessee job descriptions for school social workers, school psychologists, school counselors, and attendance workers. The symbols used in each column refer to the individual item on the outline of the Tennessee job description for that specialty. Job descriptions for each of the specialties [school social workers, school psychologists, school counselors, and attendance workers] are included in Appendix F.

Table 23

Comparison of Tennessee Job Descriptions for
Pupil Services Specialists With Services on
The School Social Work Task and
Performance Inventory

	Tennessee Job Description			
	School Social Worker	School Psychol- ogist	Atten- dance Worker	Coun- selor
The school social worker:				
* Counsels with groups of students	a-2-i	a-2-i	--	--
Uses social history and/or adaptive behavior appraisal to assess students' social problems	a-1-ii	a-1-ii	--	--
Participates in Multidisciplinary Team (M-Team) for special education students	b-2-iii	b-2-iii	a-1-iii b-2-v	--
Provides social work service to families	c-1,2	c-1	c-1,2	c-1-i
a.Makes home visits	c-1-i	--	c-1-i	--
b.Family counseling	c-1-iv	c-1-ii	--	--
* Petitions juvenile court against students with poor attendance or their parents after trying other interventions	--	--	b-4-i	--
Refers students and parents to appropriate community resources	c-1-iii	c-1-iii	c-1-iii	c-1-iv

Table 23 (continued)

Tennessee Job Description				
The school social worker:	School Social Worker	School Psychologist	Attendance Worker	Counselor
Serves as consultant to school personnel regarding social, emotional, or learning problems of students	b-2	b-2-i	b-2-i	b-2
Provides feedback about referred students to principals and school professional personnel	b-2-v	b-2-iv	b-2-vi	--
* Assists in the planning, development, or evaluation of student policies or programs	b-1-i	b-1-i	b-1-i	b-1-i b-1-ii
Plans and conducts social work related inservice training	b-3-ii b-3-iii	b-3-ii	--	b-3-ii
* Develops and/or coordinates preventive programs at the systemwide or school level	c-2-i	c-1-v	--	a-2-ii b-1-i b-1-ii
Documents activities and services provided	b-2-v	b-1-ii	b-1-viii	b-1-iii

Note. The symbols used in each column refer to the individual item on the Tennessee job description for that specialty.

*These items lack the 50 percent support needed to be perceived as "provided."

The following school social work services from Table 23 which overlap with other pupil services specialists and which were perceived to be provided in one or more school systems were: counsels with groups of students, uses social history or adaptive behavior measures to assess students' social problems, is a M-Team member, provides social work service to families (includes home visits and family counseling), petitions juvenile court against chronic non-attending students, makes referrals to community resources, is a consultant to school personnel, provides feedback, plans and conducts social work related inservice training, develops preventive programs, and documents services provided. There was also an overlap in developing student policies or programs but that service was not perceived to be provided in any of the participating systems.

Services common to all four specialties (school social worker, school psychologist, attendance worker, and counselor) were: provides services to families, refers to community agencies, serves as consultant, plans and develops student policies and programs, and documents activities.

The survey item of the school social worker providing service to families included the examples of home visits, family counseling, and child development. Services to families were listed for all four pupil services specialists, but home visits were services provided by the school social worker and attendance worker. Family counseling was a service provided by the school social worker and/or school psychologist. Specific parent training was recommended in the areas of child management and human development by the school

psychologist, parenting skills by the school social worker, and child development, behavior, and parent-child communication by the counselor.

Services common to the school social worker, psychologist, and attendance worker were participating in M-Teams and providing feedback to the referral source. Inclusion of counselors on M-Teams could be assumed in their duty of assisting in program planning for special needs students (T.E.A. News, 1989, p. 14). Feedback is implied if counselors are to be effective in planning a comprehensive guidance program with educational staff to meet developmental needs of learners (T.E.A. News, 1989, p. 14).

Providing inservice training or staff development were on the job descriptions for school social worker, psychologist, and counselor. School social workers provide inservice for teachers on school social work services and plan staff development on neglect, abuse, emotional disturbance, developmental delays, potential suicide, and substance abuse (Rules, Regulations, and Minimum Standards, Book Three, 1986, p. 130). Psychologists lead staff development on evaluation and/or testing, child management, and human development (Rules, Regulations, and Minimum Standards, Book Three, 1986, p. 128). Counselors provide staff development on such topics as parent involvement, test results, behavior management, human development, and pupil motivation (T.E.A. News, 1989, p. 14). All topics listed for the three specialties are social work related.

Counseling groups is on the job descriptions for school social workers and psychologists. Counselors could not provide all the

services listed under service to learners without working with groups and/or classrooms, but group counseling is not specified (T.E.A. News, 1989, p. 14).

State job descriptions reported that school social workers, school psychologists, and counselors develop and/or coordinate preventive programs for students at the systemwide or school level. Professionals in each specialty are to be involved in program planning, coordination, and supervision in their specific area. The purpose of each of these programs is to meet the needs of students in furthering educational goals.

The attendance worker was the only professional entrusted with initiating court proceedings when necessary, providing guidance to school personnel about due process, and assisting legal counsel in preparing cases related to school attendance (Rules, Regulations, and Minimum Standards, Book Three, 1986, p. 132). Enforcing the compulsory school attendance law is in the job description for school social workers in systems which employ them in lieu of attendance workers.

Respondents were asked to denote which designated professional or professionals performed the duty (answer to Question 2) if they did not think the school social worker provided the service. Of the services listed in Table 23, no subgroup or school system perceived anyone but the school social worker as providing service to families (see Appendix D-6) and documenting activities (see Appendix D-20). Respondents were equally divided as to whether the school social worker provided group counseling, but a

majority of those who did not perceive the school social worker as providing the service named the counselor (see Table 17, p. 81).

Counselors were perceived as providing the following services by the majority of those who did not believe the service was provided by the school social worker: uses social history or adaptive behavior measures to assess students' social problems, refers to community agencies, and is a consultant to school personnel (see Table 17). Fifty percent of those who did not think the school social worker used social history or adaptive behavior measures also named the school psychologist as providing the service (see Table 17).

Both the counselor and psychologist were perceived as being a part of M-Teams by those who did not think the service was provided by the school social worker (see Table 17). Developing and/or coordinating preventive programs was believed to be provided by the counselor by Knox County and Memphis respondents and counselors (see Appendix D-15).

Central office administrators and supervisors (see Table 12, p. 61) and Chattanooga and Knox County respondents (see Table 15, p. 65) believed that the school social worker took court action against chronic non-attending students. The attendance teacher was listed by a majority of those who did not believe the school social worker provided the service (see Table 17). The psychologist was listed as providing feedback by the majority of respondents who did not name the school social worker as providing the service (see Table 17).

Table 24 lists five areas of overlap in job descriptions of two or more pupil services specialists that were not included in this research. Those school social work services were: does counseling with individual students, mediates between the school and the family, serves as liaison to agencies in the community, helps the school system in needs assessment for staff development, and provides counseling and support for the school staff.

Individual counseling was listed on the state job descriptions for each of the pupil service specialties except counselors. The counselor could accomplish either of the following duties through individual or group counseling:

1. Provides counseling to learners about coping with difficult personal and family problems.
2. Provides counseling to learners who are referred as having the following problems: attendance, retention, discipline, and predelinquency (T.E.A. News, 1989, p. 14).

Either the school social worker or the attendance teacher mediate between the school and the family. The school social worker, psychologist, and attendance teacher provide liaison services to community agencies, assist with staff development needs assessment, and support and counsel the school staff. None of those four services are listed or alluded to in the counselor's job description (T.E.A. News, 1989, p. 14).

In summary, ten of the services in the School Social Work Task and Performance Inventory were included in the job descriptions of one or more other pupil services specialists. Nine of those services were perceived as being performed by school social workers in one

Table 24

Comparison of Tennessee Job Descriptions for Pupil
Services Specialists With Services Not Included
on The School Social Work Task and
Performance Inventory

Tennessee Job Description				
The school social worker:	School Social Worker	School Psychol ogist	Atten- dance Worker	Coun- selor
Counsels individual students	a-2-i	a-2-i	a-2-i	--
Serves as liaison between school, community agencies and practitioners	b-1-iii	b-1-iii	b-1-vi	--
Mediates between school and family regarding student expectations	c-1-ii	--	c-1-ii	--
Provides counseling and support to school staff	b-2-ii	b-2-ii	b-2-iii	--
Helps the school system to assess staff development needs	b-3-i	b-3-i	b-3-i	--

Note. The symbols used in each column refer to the individual item on the Tennessee job description for that specialty.

or more school systems surveyed. Respondents who did not believe the school social worker provided the services believed eight services were performed by one or more pupil services professionals. Five social work services not addressed in this research were in the job descriptions of two or more pupil services specialists. Respondents had an opportunity to list services omitted (answer to Question 4), but only five named job description items not included in the survey.

Summary

The purpose of the research was to determine the current role of the school social worker in the four largest urban public schools systems of Tennessee and to compare roles in those systems. Additional purposes were to evaluate the school social worker's performance and to ascertain whether respondents were satisfied with the range of services provided.

The following areas were emphasized:

1. Services provided by school social workers,
2. Other professionals who perform duties that school social workers could provide,
3. Effectiveness of school social workers,
4. Services not covered in the survey which should be provided by school social workers,
5. Services which are the three most important provided by school social workers,

6. Suggestions for improving the quality of service provided by school social workers,
7. Obstacles which hinder school social workers,
8. Changes needed to improve school social work services.

A review of the literature indicated that school social work is evolving from the casework approach with individual problem students and/or families to a more comprehensive role. Confusion results because of conflicting expectations and perceptions of services the school social worker provides or should provide. Duties of the school social worker overlap with services provided by the counselor, school psychologist, and attendance worker. Objective measures of evaluation for school social work programs and individual workers have been developed in the past few years.

A questionnaire was developed by the researcher. To establish validity, a panel of judges who were practitioners in the specialties to be surveyed was requested to review and evaluate the survey. It was then critiqued by national experts in the field of school social work.

The instrument was composed of 26 services school social workers can provide. Respondents were to answer three questions:

1. Does the school social worker provide the service?
2. If not, who provides the service?
3. If the school social worker provides the service, how effective it it?

Five open-ended questions completed the survey.

Subjects included were a stratified random sample of professionals from the four largest urban school systems of Tennessee. They were: selected central office administrators and supervisors, principals, teachers, counselors, school psychologists, and school social workers. Surveys were mailed to a sample of 459 out of the population of 13,903. Subgroup samples were: administrators and supervisors, 44; principals, 85; teachers, 150; counselors, 85; school psychologists, 55; and school social workers, 40. Teachers were dropped from the study because most did not have regular contact with school social workers. The revised population without teachers was 1,148 and the sample was 309.

Each subject received three mailings. The researcher also made telephone calls in an attempt to increase participation. There were 149 usable returns with subgroup totals as follows: central office, 22; principals, 41; counselors, 40; school psychologists, 20; and school social workers, 26. Usable returns by school system were: Chattanooga, 34; Davidson County, 36; Knox County, 21; and Memphis, 58.

All respondents except six school social workers had a master's degree or higher. Almost half of the respondents had been in their current assignment for at least ten years. Eighty-three percent of those replying to the survey had ten or more years experience in public schools.

According to the perception of respondents, the research indicated that school social workers in the four largest urban school systems in Tennessee provided 14 of the 26 services listed in The

School Social Work Task and Performance Inventory. Eight other services were believed to be performed in one or more of the systems surveyed. No major duties were omitted.

Seventy-one percent of services school social workers performed were the same in the four systems surveyed. However it would be difficult to ascertain how similar the roles were without knowing the expertise of individual workers and the approximate percentage of time spent performing each service.

Services performed by school social workers in the four school systems were managerial as well as technical. School social workers were not considered to be management or administrative personnel in any of the school systems surveyed.

There were important differences in the school social worker's role among the four systems. Each Chattanooga school social worker averaged 2.5 schools and had an average student population of approximately 1,000. One senior high school and five junior high schools had two school social workers assigned on different days. Davidson County school social workers served five to six schools with a pupil population of about 2,700. Excluded from this count were the enrollments of eight middle schools which had pupil personnel specialists. Knox County school social workers each reported to an average of 11 schools with a pupil population of over 6,000 students.

Memphis school social workers were assigned to two mental health centers which were part of the school system. Each center served approximately one-half of the city schools with a school social worker/pupil ratio of over 3,400 students. School social workers

were members of pupil services teams which visited 8 to 10 schools each on a regular basis.

Chattanooga and Knox County hired school social workers who were certified with only a bachelor's degree. Davidson County and Memphis school social workers not only had to be certified but also had to possess a master's degree in social work.

Chattanooga and Davidson County school social workers were paid on the teacher scale according to level of education and experience. Knox County school social workers were paid a small supplement above teacher pay which was the same as other itinerant professionals in the system. Memphis school social workers were paid on the scale for state mental health professionals which was less than for teachers with comparable education and experience.

The school year of 1987-88 was the first year that Knox County operated a countywide school system. Before then the city of Knoxville had been an independent school district. In addition to performing the services common to the four systems, Knox County school social workers were perceived as participating in M-Teams and enforcing the compulsory school attendance law. However, taking attendance cases to court was not part of their job description for the 1987-88 school year.

Before consolidation both Knox County school social workers and Knoxville attendance workers had attendance duties and also served as special juvenile court probation officers. When the two systems combined, the eight former city attendance workers were expected to enforce the compulsory school attendance law and school social

workers were to handle only social and emotional problems. Both attendance workers and school social workers visited the same schools each week.

School social workers in Knox County were again assigned attendance duties for the 1989-90 school year. They were reappointed as special juvenile court probation officers.

Forty-seven percent of the school social work services performed were duties related to social casework. Results of the study were different from findings of earlier research where a majority of the duties were associated with the casework approach (Carr, 1976; Costin, 1969a; Flynn, 1976; Jordan, 1983; School Social Work Information Bulletin, 1986-87, p. 8; Williams, 1970; Zielinski & Coolidge, 1982;).

The three most important services and four of the six most effective services were individual casework activities. Providing services to families, planning for individual students, and referring students and families to community resources were the three most important school social work services identified.

The service rated among the top three by 95 percent of respondents was that the school social worker provides services to families. The amount of time the school social worker devoted to each service was not a part of this research.

The traditional role of the school social worker as a caseworker encompassed three technical and five managerial duties. Flynn's assertion (1982) that the school social worker's role is both technical and managerial was supported by this research.

The results indicated that the school social worker in the systems surveyed performed three services that participating school systems did not think others were performing. Those services were: providing social work service to families, serving on planning committees or boards of community agencies, and documenting services provided. The research differed from the views of Radin (1975) who declared that no single tasks were unique to school social work (p. 612).

The school social worker was rated "somewhat effective" in all areas. Services receiving the most effective ratings were also the most important services school social workers performed.

Results on effectiveness were different from those obtained by Staudt and Craft (1983) who found that school professionals primarily wanted school social workers to provide direct service to students and their families. Other prior research on evaluation centered on program evaluation (Allen-Meares, 1980; Campbell, 1980; Weiner, 1982) and student improvement after interventions (Alderson et al., 1980; Dickinson & Adcox, 1984; Jayaratne, 1981; Michals et al., 1979; Reid et al., 1980).

Other services that were provided supported a broadened perspective for school social workers in the school systems surveyed. Consistent with findings of a more comprehensive school social work role were results of previous research (Alderson & Krishef, 1973; Allen-Meares, 1977; Allen-Meares & Lane, 1983; Constable & Montgomery, 1985; Timberlake et al., 1982; Williams, 1970).

Activities which indicated movement toward the school change model were the social worker serving as consultant to school personnel and developing plans to overcome school barriers to attendance (Alderson, 1972, p. 64-66). A service pointing to increased community involvement (the community-school model) was developing and/or coordinating preventive programs (Alderson, 1972, p. 66-70). This would imply services to parents and/or the community as well as children. Three other services performed by school social workers that were part of the school-community model of school social work were: handles emergencies, plans inservice related to school social work, and serves on community planning committees or boards.

Only a few respondents suggested services that should be provided by the school social worker that were not on the survey. The principal obstacle to improved service was budgetary--the high school social worker/pupil ratio and/or worker's large caseload. The principal suggestions for improvement in the quality of school social work service centered on decreasing the social worker/pupil ratio or the workload. This would necessitate funding for increased school social work staff. The majority of respondents did not make any recommendations for change.

Tennessee job descriptions for school social worker, psychologist, attendance worker, and counselor indicated 10 services provided by more than one pupil services specialist. Five other services common to more than one specialty were not included in this research. Results supported previous research reporting role

overlap among pupil services specialists by Flynn (1976) and Jordan (1983).

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions which were drawn from the research study of the four largest urban school systems of Tennessee concerned perceptions of the role and effectiveness of the school social worker. Additional conclusions related to other pupil services specialists who provide services listed in the school social worker job description and the most important services school social workers provide.

Recommendations will be made regarding funding for school social workers, the school social worker as a member of the pupil services team, staff development for schools and pupil services staff, clarification of the job description for the school social worker, changes in school social worker certification, and the need for further research.

Conclusions

The researcher arrived at the following conclusions based on analysis of the data from the questionnaire designed for this project. The following headings correspond to questions asked in the survey about the role and performance of the school social worker. General conclusions are also drawn.

Question 1: Services Provided by the School Social Worker

The potential for duplication of services by pupil services workers exists without a team approach. Possible explanations for

differences in perception about the role of the school social worker are:

1. Differences in the training and experience of the subgroups account for differences in perceptions.
2. Differences in the perception of the role of the school social worker in the different school systems were affected by the school social worker/pupil ratio and the number of schools served. Chattanooga school social workers were probably more visible and had more direct communication with teachers and principals than workers in the other systems surveyed because of the low number of schools served. This might also explain why Chattanooga workers were perceived as having more managerial duties than workers in the other systems.
3. Differences in requirements for employment as a school social worker in the various systems also have affected perceptions of other professionals toward school social work. Davidson County and Memphis school social workers were possibly perceived more as therapists because of their advanced specialized degrees and their referrals being limited to social and emotional problems of students and/or families. Their technical expertise was better utilized than in systems where workers had more managerial duties.
4. Overlap of duties with other pupil services workers and with principals affected perceptions of respondents in subgroups

other than school social workers. The reason counselors perceived a narrower range of services performed by the school social worker than other respondents was because several duties overlapped with their job description. Principals perceived school social workers as performing managerial services primarily relating to working with individual students and/or their families. They thought other managerial services were their role. Psychologists were accustomed to working with social workers so probably had a better understanding of the training and skills of social workers than the other subgroups.

5. Professionals in some of the subgroups have had more staff orientation to services provided by the school social workers than others. Psychologists and counselors would have more knowledge of the school social worker's role since they also work under the division of pupil services. If there is a team approach to working with problem students, they would be working on the team with school social workers.
6. Some of the variation in answers to the questionnaires were due to either positive or negative experiences that respondents have had with specific school social workers. Several respondents returned the survey not completed because they had had no contact with the school social worker.

Question 2: Others Who Provide Services Instead of the School Social Worker

A disturbing conclusion is that no professional group is perceived as developing curricula or planning programs which remove barriers to student success or which meet student needs. Neither is any professional group perceived to enlist the resources of civic groups in problem prevention. A gap exists in services which school social workers could fill.

Conclusions are drawn about duties of the counselor from data gathered in answer to this question. The counselor works more in a developmental or preventive mental health role than the social worker and their services reach more students. Most or all students in school/schools served by the counselor have had some contact with that individual before a problem or crisis presents itself.

The counselor may have been perceived as performing several school social work services because this individual:

1. Is usually based in a school--with the possible exception of the elementary counselor,
2. Has a lower worker/pupil ratio than the school social worker,
3. Is more accessible to respondents,
4. Has some of the same duties as the school social worker according to his/her job description.

The researcher also reached conclusions about services of the school psychologist from respondents' answers to this question. Although the psychologist was not named as providing any service by a majority of those who replied, a pattern did emerge.

Psychologists provide services not only to individual students, but to groups, and address issues and programs that affect all students. Their influence is felt over an area or the total system rather than one school or a few schools.

Specialists would be inclined to focus upon services included in their job description rather than refer to another specialist. The difference between the services the school social worker provides and similar duties provided by the counselor are not differentiated enough in the job descriptions.

The researcher reached no conclusions about overlap of duties with other pupil services professionals. Although there was a perception that overlap among services existed, that overlap was not a part of this study. A bias was built into the questionnaire because the researcher was seeking to find out the services school social workers provide, and who provides the service if they do not.

Question 3: School Social Worker Effectiveness

Since school social workers perceived themselves to be very effective in providing most services, they evidently felt competent because of training and experience, had good self-images, did not have serious role conflicts, and perceived themselves as successful in accomplishing goals. The most effective school social workers provided the school social work services that were viewed as the most effective.

Were school social workers effective if they were not perceived as "very effective"? Explanations for school social workers not being perceived as "very effective" include:

1. Professionals with the same services in their job descriptions viewing the school social worker as less effective on those services;
2. A large number of services which mediate between the school and community;
3. Unrealistic expectations for change in clients--generally the most vulnerable, the most maladjusted, and lowest achieving students and their parent/parents;
4. General expected outcomes rather than results based on specific goals and objectives;
5. Accurate judgment of respondents based on actual outcomes of social work services;
6. Inadequate communication, collaboration, and coordination with other professionals in the school system by school social workers;
7. School social workers are perceived as lower in status than other educators;
8. Lack of input on effectiveness from students and parents--the recipients of services;
9. Inadequate staff development for principals and teachers on effective use of support personnel;
10. Referral sources waiting too long before requesting services of the school social worker;

11. Inadequate community agency cooperation or lack of cooperation.

The researcher concluded that high visibility in the schools was important to perceptions of effectiveness. School social workers with the fewest number of schools (Chattanooga) were perceived as very effective on more duties than those who were assigned a large number of schools.

Question 4. Other Services That Should be Provided

The researcher concluded that all major school social work services that were important in the systems surveyed were addressed because only a few respondents answered the question.

Question 5. Three Most Important Services

The researcher concluded that providing social work service to families was the most important service school social workers provided. Respondents were almost unanimous (95 percent) in naming that service. Planning for individual students, rated number two, was listed by only 37 percent of those who replied. The third ranked service was referring students and/or families to agencies.

Casework services to individual students and/or families are the most important services school social workers provided in the participating systems. This conclusion was reached because social casework activities are rated the five most important, are perceived to be performed by over 73 percent of respondents, and have an effectiveness rating of 4.9 or above.

Question 6: Ways to Improve the Quality of School Social Work Service

The investigator concluded that improving the service provided by school social workers is a complex issue with many factors involved. Although 70 percent of respondents made suggestions, no classification of answers had a majority. Providing state funds for school social workers would not solve all the problems of providing prompt service when help is requested.

Question 7: Obstacles Hindering the School Social Worker

Since obstacles were listed by less than half of the respondents, the researcher questioned whether true obstacles exist. A recurring theme in the last three opinion questions, however, was the logistics of the job--high caseloads, large number of schools served, and high social worker/student ratio.

Question 8: Changes Affecting the School Social Worker

The researcher reached no conclusions about change needed because few respondents recommended changes in the services provided by the school social worker.

General Conclusions

Teachers apparently are either not aware of the school social worker's services or are not motivated to request assistance with social and emotional problems of students. This was evident from

teachers' limited response to the survey and from follow-up telephone calls made by the researcher.

School social workers are essential to the pupil services team. Principals and teachers do not have the time nor specific skills to meet all the needs of students, especially those who are disadvantaged and/or have behavioral or emotional problems. Some children cannot progress in school until more basic needs are supplied. Specific services that school social workers provide are casework services to families, acting as advocates for students and/or their families, and serving as liaisons with community agencies.

From an analysis of the results of this study, evidence was found to support the idea that the school social worker's role in the participating systems was expanding beyond traditional casework. Reasons for more comprehensive services include the following:

1. There are increased numbers of students with social and/or emotional problems, particularly in urban schools.
2. Recently trained school social workers have broader knowledge and skills needed to deal with complex problems.
3. The social worker helps a larger number of students by serving as a consultant to teachers.

Recommendations

The researcher offers the following recommendations based on analysis of results of this research and information gathered in the review of the literature.

School social workers should be funded by the state because they meet student and family needs not met by other school professionals. School social workers must become more proactive and visible in schools. They, or the pupil services team of which they are a part, should meet with principals and school staffs on a regular basis to discuss student problems and strategies for dealing with them. They should initiate programs of a preventive nature, plan parent groups, arrange for student groups, and be available for consultation.

School social workers should be utilized in schools as part of a team with other pupil services specialists. The team should meet on a regular basis with each principal to assess progress toward goals and priorities for service. The team approach would avoid duplication of services and solve problems caused by overlapping roles. Job descriptions should be more specific to facilitate clear delineation of differences in the services the various specialists offer.

It is recommended that the pupil services team actively work in preventive mental health activities as well as remedial and crisis programs for groups and individuals. The guidance director or a counselor should serve as chairperson of the team for the school/schools where he/she is assigned. School social workers and psychologists on the team would be resource persons for crises, problem-solving, special group counseling, student and/or parent programs, and consultation. Psychologists would have the responsibility of psychological testing of students. School social

workers would use the casework approach with individual students referred because of social and emotional problems.

Staff development about pupil services for administrators and school staffs should be improved. Presentations should demonstrate the contributions pupil services specialists, including school social workers, can make in attaining educational goals. Staff development for pupil services specialists should emphasize the team approach to assist the largest number of students possible.

School social workers should make opportunities to meet with teachers in addition to staff development activities. They should get to know teachers individually and communicate with them informally as well as in faculty meetings or inservice. A teacher or teachers should be able to meet with the pupil services team for assistance even if he/she does not wish to formally refer a student to the team. One or more of a student's teachers should be involved in planning even if the referral to the school social worker is initiated by the principal, assistant principal, counselor, parent, or student. School social workers should keep the teacher or teachers informed (within the bounds of confidentiality) about progress toward meeting goals or resolving problems of individual students or student groups.

School social workers should give more consideration to the overall conceptualization of their role instead of the details of the role. It is recommended that school social workers continue to seek innovative ways to serve more disadvantaged and problem students than is possible with individual casework.

The researcher recommends that the following school social work services provided in the participating systems be added to the state job description: develops a social work plan for individual students, serves as a student or family advocate to school and community agencies, manages emergencies or crisis interventions, assists in the training of beginning school social workers, works with administrators to examine symptoms or seeks causes of student problems, and serves on planning committees or boards of community agencies.

It is further recommended that state school social worker certification require a master's degree as well as meeting the specified competencies. Professional social work preparation has a curriculum with goals and objectives geared to preparing for the competencies required to be effective school social workers. A master's program in educational and counseling psychology could also be planned to meet the competencies.

A new category of school social work associate should be included in the certification standards of the Tennessee State Department of Education. This classification would certify those who meet school social work competencies with a bachelor's degree. The school social work associate should work under the supervision of a school social worker or be assigned to an interdisciplinary team which includes a social worker. The duties of the school social work associate would require less skill and fewer managerial responsibilities than the school social worker.

The researcher recommends a replication study using the same procedures and similar groups to see if results would be the same. Further research is also needed in determining task importance of the various duties of the school social worker. Evaluation studies should be done on results of service--whether goals and objectives were met. Further study needs to be done on the degree of overlap in duties of various pupil services professionals.

There needs to be additional research on the delineation of roles of pupil services specialists on the interdisciplinary team. A comparison study should be done to determine which specialists actually perform the various services.

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APPENDIXES

APPENDIX A

**COVER LETTER, TWO FOLLOW-UP LETTERS,
INFORMED CONSENT,
AND QUESTIONNAIRE**



THE UNIVERSITY OF TENNESSEE - KNOXVILLE
GRADUATE CENTER
at The University of Tennessee - Chattanooga
105 Hunter Hall
Chattanooga, Tennessee 37402
(615) 755-4119

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April 8, 1988

Dear Colleague:

I am a school social worker with the Chattanooga Public Schools and a doctoral student at The University of Tennessee, Knoxville. I am requesting your assistance in conducting a study of the perceptions of the role and performance of school social workers in the four largest urban school systems of Tennessee. It is important to define the school social worker's role because of the conflict in the Tennessee Rules, Regulations, and Minimum Standards, . . . concerning the roles of the school social worker, school psychologist, counselor, and attendance worker.

Please take about thirty minutes to respond to the enclosed questionnaire. Instructions are included where needed. Please reply by April 22, 1988 using the enclosed business reply envelope. Selected individuals who are asked to participate include central office administrators, principals, teachers, counselors, school psychologists, and school social workers. Also enclosed is an Informed Consent form giving more information about the study and protective measures provided for respondents.

You have been selected to take part in the study and your participation is very important. All responses to the survey will be anonymous. All individual results also will be held in strictest of confidence.

I appreciate your help in providing the information needed for the study.

Sincerely yours,

Sue Comer Sisson
Doctoral Student and
School Social Worker

Dr. Francis M. Trusty
Professor, Educational Administration
and Supervision and Committee Chairman



THE UNIVERSITY OF TENNESSEE - KNOXVILLE
GRADUATE CENTER

at The University of Tennessee - Chattanooga
105 Hunter Hall
Chattanooga, Tennessee 37402
(615) 755-4119

April 25, 1988

Dear Colleague:

This letter is a second request for your participation in my doctoral study of perceptions of the role and performance of school social workers in the four largest urban school systems in Tennessee.

I have no way of determining whether you have returned the questionnaire since replies are anonymous. If you have not sent in the questionnaire, I would appreciate your doing so by May 11, 1988. Enclosed is another copy for your convenience.

Your participation is very important. Thank you for your assistance.

Sincerely yours,

Mrs. Sue C. Sisson
Doctoral Student and
School Social Worker

Four enclosures



THE UNIVERSITY OF TENNESSEE - KNOXVILLE
GRADUATE CENTER

at The University of Tennessee - Chattanooga
105 Hunter Hall
Chattanooga, Tennessee 37402
(615) 755-4119

May 14, 1988

Dear Colleagues:

This letter is an urgent plea for your participation in my doctoral study if you have not yet returned my questionnaire. My subject is perceptions of the role and performance of school social workers in the four largest urban school systems in Tennessee.

I appreciate your cooperation if you have already returned the survey. If you haven't, I need your help in getting enough responses to analyze my data. I know this is the busiest time of the year, but it is critical to my research to have your reply before school is out. The questionnaire is designed to not take more than twenty to thirty minutes of your time.

All replies are anonymous so I have no way of knowing whether you have returned the questionnaire.

If you need another copy of the survey, please let me know. My address is Route 1, Box 136, Flintstone, Georgia 30725. My telephone number is 404-820-0675.

Sincerely yours,

Mrs. Sue C. Sisson
Doctoral student and
School Social Worker

INFORMED CONSENT FOR SUBJECTS

RECEIVING SURVEY

This Informed Consent is for individuals participating in the survey for the doctoral research conducted by Sue C. Sisson. The title of this study is "Perceptions of the Role and Performance of the School Social Worker". The purpose of this study is to identify the current role of the school social worker in the four largest urban school systems in Tennessee and to evaluate the quality of his/her performance in that role. The investigation seeks to determine whether school personnel are satisfied with the services provided or whether they would desire different services. An additional purpose is to recommend modifications in the school social worker's role if so indicated by results of this research. The following protective measures will be provided for respondents:

1. Anonymity will be assured for all participants because the questionnaire contains no identifying questions or codes. Results will be totaled, arranged in table form, and analyzed as a whole. Hence, participation in this research will pose minimal risk.
2. Although the study will not benefit the respondent, it will contribute to increased knowledge about the role and performance of social workers in school systems in Tennessee.
3. Data gathered will not be used in any way except as set forth in this proposal. A summary of the results of the research will be available upon request.
4. The researcher, Mrs. Sue Sisson, will answer questions related to the study. Her address is Route 1, Box 136, Flintstone, GA 30725. Her telephone number is 404-820-0675.
5. Participation in the project is voluntary.
6. Informed consent to be a part of this research will be given by the return of the questionnaire. You do not need to return this page.

Column 1	Column 2	Column 3	Column 4
	Provides Service	Who Provides Service	Effectiveness of Service Provided
	Yes No	1.Prin. 2.Asst. Prin. 3.Psyc. 4.Couns. 5.Att. Tcher 6.Other	Very Ineffective Somewhat Ineffective Undecided-tend toward Ineffective Undecided-tend toward Effective Somewhat Effective Very Effective
The school social workers:			
Formulates in-school screening (S-Team) plans for individual students.....			
Provides feedback about referred students to principals and school professional personnel.....			
Manages emergencies or crisis interventions.....			
Assists in the planning, development, or evaluation of student policies or programs.....			
Plans and conducts social work related inservice training.....			
Develops and/or coordinates preventive programs at the systemwide or school level.....			
Assists in the training of beginning school social workers.....			
Develops curricula for classrooms aimed at preventing student problems.....			
Serves on planning committees or boards of community agencies.....			
Supervises field training of student social workers.....			
Documents activities and services provided.....			
Works with administrators to examine symptoms or seeks causes of problems student have, e.g., teenage pregnancy, drugs, child abuse, etc.....			
Co-ordinates services for multiple-handicapped children.....			
Identifies school barriers which hinder pupil attendance or develops plans to overcome them....			
Plans with civic groups for positive growth experiences of students.....			
Secures resources from civic groups to provide positive growth experiences for students.....			
Participates in the planning or development of needed community services indirectly related to school, e.g., Habitat for Humanity, Chattanooga Venture, support groups for families with specific problems.....			

II. Opinion Questions**Instructions**

Please give your opinion in answer to the following five open-ended questions. It is not necessary to make a complete statement. Write on the back if needed.

QUESTION 1. ARE THERE OTHER SERVICES NOT LISTED THAT SHOULD BE PROVIDED BY SCHOOL SOCIAL WORKERS? PLEASE LIST.

QUESTION 2. WHAT ARE THE THREE MOST IMPORTANT SERVICES PROVIDED BY SCHOOL SOCIAL WORKERS?

1.

2.

3.

QUESTION 3. ARE THERE WAYS TO IMPROVE THE QUALITY OF THE SERVICE PROVIDED BY SCHOOL SOCIAL WORKERS?

— NO

— YES (If the answer is YES, please tell how)

QUESTION 4. WHAT, IF ANY, OBSTACLES EXIST TO PREVENT SCHOOL SOCIAL WORKERS FROM PROVIDING THE SERVICES YOU SEE AS ESSENTIAL?

QUESTION 5. WHAT CHANGES, IF ANY, DO YOU RECOMMEND TO IMPROVE THE SERVICES PROVIDED BY SCHOOL SOCIAL WORKERS?

III. General Information

Instructions:

Please place an (X) in the blank which most applies to you for each statement.

1. Name of school system

- ☐ a. Chattanooga Public Schools
- ☐ b. Davidson County Schools
- ☐ c. Knox County Schools
- ☐ d. Memphis City Schools

2. Current position in the system:

- ☐ a. Central Office staff
- ☐ b. Principal
- ☐ c. Teacher
- ☐ d. Counselor
- ☐ e. School psychologist
- ☐ f. School Social Worker

3. Highest educational level:

- ☐ a. Ed. D. or Ph. D.
- ☐ b. Ed. S. or Masters + 45
- ☐ c. Masters
- ☐ d. Bachelors

4. Number of years' experience in current position:

- ☐ a. 0 to 3
- ☐ b. 4 to 6
- ☐ c. 7 to 9
- ☐ d. 10 or more

5. Total number of years' experience in public schools:

- ☐ a. 0 to 3
- ☐ b. 4 to 6
- ☐ c. 7 to 9
- ☐ d. 10 or more

APPENDIX B

**LETTER TO JUDGES, RETURN POST CARD,
FOLLOW-UP LETTER, AND
EVALUATION FORM**

LETTER OF REQUEST TO
PROSPECTIVE JUDGE

Route 1, Box 136
Flintstone, GA 30725
Date

Dear _____:

The purpose of this letter is to ask you to be a member of a panel of professional judges to assist me in the validation of a survey instrument for use in my doctoral study. The title of my research is "Perceptions of the Role and Performance of the School Social Worker". The project will be limited to the four largest urban school systems in Tennessee. You are included because of your experience in school administration and/or knowledge of school social work.

I hope you will be able to participate. Please return the enclosed post card by _____ (date) if you are willing to assist me.

Thank you for your consideration.

Sincerely yours,

Mrs. Sue C. Sisson
Doctoral Student and
School Social Worker

Enclosure

RETURN POST CARD ENCLOSED IN LETTER
REQUESTING RECIPIENT TO BE A JUDGE

I am willing to serve as a judge to assist in validating your
survey instrument on the role and performance of school social
workers in the four largest urban school systems in Tennessee.

Position _____ Date _____

Signature _____

Address _____

City

State

Zip

FOLLOW-UP LETTER

TO JUDGE

Route 1, Box 136
Flintstone, GA 30725
(date)

Dear _____:

I appreciate your willingness to serve as a judge to assist me in validating the survey instrument for my doctoral research on the role and performance of the school social worker.

Enclosed you will find the survey instrument, general information about the research, and the evaluation form. Also enclosed is an Informed Consent Form which will be sent to all respondents. Please complete the questionnaire and respond according to the instructions on the evaluation form.

Please contact me if you have any questions about the survey or the evaluation. I appreciate your cooperation and assistance.

Sincerely yours,

Mrs. Sue C. Sisson
School Social Worker
Chattanooga Public Schools
Phone: 404-820-0675

Two Enclosures

Evaluation of The School Social Work Task
and Performance Inventory

General Information

The School Social Work Task and Performance Inventory is designed to be used in the four largest urban school systems in Tennessee. School social workers in two of those systems provide services which include duties related to enforcing the Tennessee Compulsory School Attendance Law. The survey will be sent to selected central office administrators and supervisors, and a random sample of principals, teachers, counselors, school psychologists, and school social workers.

The purpose of the questionnaire is to determine the role of the school social worker and evaluate the quality of performance in that role. The study is important because of the conflict in the Tennessee Rules and Regulations. . . (1986) concerning the roles of the school social worker, counselor, school psychologist, and attendance supervisor. The investigation seeks to determine whether school personnel are satisfied with the services provided and/or whether they would desire different services. An additional purpose is to recommend modifications in the school social worker's role if so indicated by results of this research.

The 26 items for Question 1-3 have been chosen from the school social work literature to reflect four categories of school social work services: services to pupils and/or parents, services to school personnel, services to school community, and performance of administrative tasks.

Please complete the questionnaire and the EVALUATION FORM. The latter consists of six general statements and a space for comments on each one. I have included a stamped self-addressed envelope for your reply.

EVALUATION FORM FOR

QUESTIONNAIRE

Instructions. Please place an X in one of the slots on the line between each pair of adjectives which best reflects how you feel toward the item. If you have no opinion about the item, place your X beside the No opinion slot.

1. Instructions:

Easy to :__ :__ :__ :__ :__ : Difficult to understand understand ____ No opinion

Comments:

2. Wording of questionnaire

Very clear :__ :__ :__ :__ :__ : Very unclear ____ No opinion

Comments:

3. Length of questionnaire:

Too short :__ :__ :__ :__ :__ : Too Long ____ No opinion

Comments:

4. Ease of completion:

Very :__ :__ :__ :__ :__ : Very easy difficult ____ No opinion

Comments:

5. Appropriateness of scales:

Very :__ :__ :__ :__ :__ : Very appropriate inappropriate ____ No opinion

Comments:

6. Coverage of school social work services:

Very :__ :__ :__ :__ :__ : Very adequate inadequate ____ No opinion

Comments:

APPENDIX C

**RESPONSES OF SUBGROUPS AND SCHOOL SYSTEMS
TO SERVICES PROVIDED BY SCHOOL
SOCIAL WORKERS**

Appendix C-1

Responses of Subgroups to the Item: The School Social
Worker Develops a Social Work Plan for
Individual Students

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	8	0	0	8
	Davidson County	4	0	0	4
	Knox County	2	0	0	2
	Memphis	<u>5</u>	<u>3</u>	<u>0</u>	<u>8</u>
	Subgroup Total	19	3	0	22
Principals	Chattanooga	7	5	0	12
	Davidson County	6	0	0	6
	Knox County	4	3	0	7
	Memphis	<u>8</u>	<u>8</u>	<u>0</u>	<u>16</u>
	Subgroup Total	25	16	0	41
Counselors	Chattanooga	4	0	0	4
	Davidson County	7	2	1	10
	Knox County	2	3	1	6
	Memphis	<u>9</u>	<u>10</u>	<u>1</u>	<u>20</u>
	Subgroup Total	22	15	3	40
Psychologists	Chattanooga	2	1	0	3
	Davidson County	7	0	0	7
	Knox County	0	2	0	2
	Memphis	<u>7</u>	<u>0</u>	<u>1</u>	<u>8</u>
	Subgroup Total	16	3	1	20
Social Workers	Chattanooga	8	1	0	9
	Davidson County	8	0	0	8
	Knox County	4	0	0	4
	Memphis	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
	Subgroup Total	25	1	0	26
Totals		107	38	4	149
Totals by School Systems	Chattanooga	29	7	0	36
	Davidson County	32	2	1	35
	Knox County	12	8	1	21
	Memphis	34	21	2	57

Appendix C-2

Responses of Subgroups to the Item: The School Social
Worker Serves as a Student or Family Advocate to
Schools and Community Agencies

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	8	0	0	8
	Davidson County	4	0	0	4
	Knox County	2	0	0	2
	Memphis	<u>8</u>	<u>0</u>	<u>0</u>	<u>8</u>
	Subgroup Total	22	0	0	22
Principals	Chattanooga	12	0	0	12
	Davidson County	6	0	0	6
	Knox County	4	3	0	7
	Memphis	<u>11</u>	<u>3</u>	<u>2</u>	<u>16</u>
	Subgroup Total	33	6	2	41
Counselors	Chattanooga	3	0	1	4
	Davidson County	8	2	0	10
	Knox County	4	2	0	6
	Memphis	<u>15</u>	<u>4</u>	<u>1</u>	<u>20</u>
	Subgroup Total	30	8	2	40
Psychologists	Chattanooga	3	0	0	3
	Davidson County	7	0	0	7
	Knox County	2	0	0	2
	Memphis	<u>7</u>	<u>1</u>	<u>0</u>	<u>8</u>
	Subgroup Total	19	1	0	20
Social Workers	Chattanooga	9	0	0	9
	Davidson County	8	0	0	8
	Knox County	4	0	0	4
	Memphis	<u>4</u>	<u>1</u>	<u>0</u>	<u>5</u>
	Subgroup Total	25	1	0	26
Totals		129	16	4	149
Totals by School Systems	Chattanooga	35	0	1	36
	Davidson County	33	2	0	35
	Knox County	16	5	0	21
	Memphis	45	9	3	57

Appendix C-3

Responses of Subgroups to the Item: The School Social
Worker Counsels With Groups of Students*

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	2	5	1	8
	Davidson County	3	1	0	4
	Knox County	1	1	0	2
	Memphis	5	3	0	8
	Subgroup Total	11	10	1	22
Principals	Chattanooga	4	8	0	12
	Davidson County	2	4	0	6
	Knox County	2	5	0	7
	Memphis	8	8	0	16
	Subgroup Total	16	25	0	41
Counselors	Chattanooga	1	3	0	4
	Davidson County	1	7	2	10
	Knox County	1	5	0	6
	Memphis	7	13	0	20
	Subgroup Total	10	28	2	40
Psychologists	Chattanooga	0	3	0	3
	Davidson County	6	1	0	7
	Knox County	0	2	0	2
	Memphis	7	1	0	8
	Subgroup Total	13	7	0	20
Social Workers	Chattanooga	6	3	0	9
	Davidson County	8	0	0	8
	Knox County	4	0	0	4
	Memphis	5	0	0	5
	Subgroup Total	23	3	0	26
Totals		73	73	3	149
Totals by School Systems	Chattanooga	13	22	1	36
	Davidson County	20	13	2	35
	Knox County	8	13	0	21
	Memphis	32	25	0	57

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix C-4

Responses of Subgroups to the Item: The School Social Worker
Uses Social History and/or Adaptive Behavior Appraisal
to Assess Students' Social Problems

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	8	0	0	8
	Davidson County	4	0	0	4
	Knox County	2	0	0	2
	Memphis	7	1	0	8
	Subgroup Total	21	1	0	22
Principals	Chattanooga	11	1	0	12
	Davidson County	6	0	0	6
	Knox County	3	4	0	7
	Memphis	9	5	2	16
	Subgroup Total	29	10	2	41
Counselors	Chattanooga	3	1	0	4
	Davidson County	7	2	1	10
	Knox County	2	4	0	6
	Memphis	15	5	0	20
	Subgroup Total	27	12	1	40
Psychologists	Chattanooga	3	0	0	3
	Davidson County	6	1	0	7
	Knox County	0	2	0	2
	Memphis	8	0	0	8
	Subgroup Total	17	3	0	20
Social Workers	Chattanooga	7	2	0	9
	Davidson County	8	0	0	8
	Knox County	4	0	0	4
	Memphis	5	0	0	5
	Subgroup Total	24	2	0	26
Totals		118	28	3	149
Totals by School Systems	Chattanooga	32	4	0	36
	Davidson County	31	3	1	35
	Knox County	11	10	0	21
	Memphis	44	11	2	57

Appendix C-5

Responses of Subgroups to the Item: The School Social Worker
Participates in Multidisciplinary Team (M-Team)
Meetings for Special Education Students

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	8	0	0	8
	Davidson County	4	0	0	4
	Knox County	2	0	0	2
	Memphis	<u>5</u>	<u>2</u>	<u>1</u>	<u>8</u>
	Subgroup Total	19	2	1	22
Principals	Chattanooga	8	3	1	12
	Davidson County	6	0	0	6
	Knox County	5	2	0	7
	Memphis	<u>6</u>	<u>10</u>	<u>0</u>	<u>16</u>
	Subgroup Total	25	15	1	41
Counselors	Chattanooga	3	0	1	4
	Davidson County	2	7	1	10
	Knox County	2	4	0	6
	Memphis	<u>8</u>	<u>12</u>	<u>0</u>	<u>20</u>
	Subgroup Total	15	23	2	40
Psychologists	Chattanooga	2	1	0	3
	Davidson County	4	2	1	7
	Knox County	1	1	0	2
	Memphis	<u>3</u>	<u>5</u>	<u>0</u>	<u>8</u>
	Subgroup Total	10	9	1	20
Social Workers	Chattanooga	9	0	0	9
	Davidson County	8	0	0	8
	Knox County	4	0	0	4
	Memphis	<u>2</u>	<u>3</u>	<u>0</u>	<u>5</u>
	Subgroup Total	23	3	0	26
Totals		92	52	5	149
Totals by School Systems	Chattanooga	30	4	2	36
	Davidson County	24	9	2	35
	Knox County	14	7	0	21
	Memphis	24	32	1	57

Appendix C-6

Responses of Subgroups to the Item: The School Social
Worker Provides Social Work Service to Families, e.g.,
Home Visits, Family Counseling, Child Development

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	8	0	0	8
	Davidson County	4	0	0	4
	Knox County	2	0	0	2
	Memphis	7	1	0	8
	Subgroup Total	21	1	0	22
Principals	Chattanooga	12	0	0	12
	Davidson County	6	0	0	6
	Knox County	5	2	0	7
	Memphis	11	5	0	16
	Subgroup Total	34	7	0	41
Counselors	Chattanooga	4	0	0	4
	Davidson County	9	1	0	10
	Knox County	5	1	0	6
	Memphis	17	3	0	20
	Subgroup Total	35	5	0	40
Psychologists	Chattanooga	3	0	0	3
	Davidson County	7	0	0	7
	Knox County	2	0	0	2
	Memphis	8	0	0	8
	Subgroup Total	20	0	0	20
Social Workers	Chattanooga	9	0	0	9
	Davidson County	8	0	0	8
	Knox County	4	0	0	4
	Memphis	5	0	0	5
	Subgroup Total	26	0	0	26
Totals		136	13	0	149
Totals by School Systems	Chattanooga	36	0	0	36
	Davidson County	34	1	0	35
	Knox County	18	3	0	21
	Memphis	48	9	0	57

Appendix C-7

Responses of Subgroups to the Item: The School Social Worker
Petitions Juvenile Court Against Students With Poor Attendance
or Their Parents After Trying Other Interventions*

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	8	0	0	8
	Davidson County	0	4	0	4
	Knox County	2	0	0	2
	Memphis	<u>1</u>	<u>6</u>	<u>1</u>	<u>8</u>
	Subgroup Total	11	10	1	22
Principals	Chattanooga	10	1	1	12
	Davidson County	2	4	0	6
	Knox County	4	3	0	7
	Memphis	<u>3</u>	<u>12</u>	<u>1</u>	<u>16</u>
	Subgroup Total	19	20	2	41
Counselors	Chattanooga	4	0	0	4
	Davidson County	0	9	1	10
	Knox County	5	1	0	6
	Memphis	<u>4</u>	<u>16</u>	<u>0</u>	<u>20</u>
	Subgroup Total	13	26	1	40
Psychologists	Chattanooga	3	0	0	3
	Davidson County	1	6	0	7
	Knox County	2	0	0	2
	Memphis	<u>2</u>	<u>6</u>	<u>0</u>	<u>8</u>
	Subgroup Total	8	12	0	20
Social Workers	Chattanooga	9	0	0	9
	Davidson County	0	8	0	8
	Knox County	3	1	0	4
	Memphis	<u>0</u>	<u>5</u>	<u>0</u>	<u>5</u>
	Subgroup Total	12	14	0	26
Totals		43	82	4	149
Totals by School Systems	Chattanooga	34	1	1	36
	Davidson County	3	31	1	35
	Knox County	16	5	0	21
	Memphis	10	45	2	57

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix C-8

Responses of Subgroups to the Item: The School Social
Worker Refers Students and Parents to Appropriate
Community Resources

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	8	0	0	8
	Davidson County	4	0	0	4
	Knox County	2	0	0	2
	Memphis	7	1	0	8
	Subgroup Total	21	1	0	22
Principals	Chattanooga	12	0	0	12
	Davidson County	6	0	0	6
	Knox County	5	2	0	7
	Memphis	10	6	0	16
	Subgroup Total	33	8	0	41
Counselors	Chattanooga	3	1	0	4
	Davidson County	8	1	1	10
	Knox County	4	2	0	6
	Memphis	14	6	0	20
	Subgroup Total	29	10	1	40
Psychologists	Chattanooga	3	0	0	3
	Davidson County	7	0	0	7
	Knox County	2	0	0	2
	Memphis	8	0	0	8
	Subgroup Total	20	0	0	20
Social Workers	Chattanooga	9	0	0	9
	Davidson County	8	0	0	8
	Knox County	4	0	0	4
	Memphis	5	0	0	5
	Subgroup Total	26	0	0	26
Totals		129	19	1	149
Totals by School Systems	Chattanooga	35	1	0	36
	Davidson County	33	1	1	35
	Knox County	17	4	0	21
	Memphis	44	13	0	57

Appendix C-9

Responses of Subgroups to the Item: The School Social Worker
Serves as Consultant to School Personnel Regarding Social,
Emotional, or Learning Problems of Students

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	6	1	1	8
	Davidson County	3	1	0	4
	Knox County	2	0	0	2
	Memphis	<u>5</u>	<u>3</u>	<u>0</u>	<u>8</u>
	Subgroup Total	16	5	1	22
Principals	Chattanooga	9	3	0	12
	Davidson County	6	0	0	6
	Knox County	3	4	0	7
	Memphis	<u>7</u>	<u>9</u>	<u>0</u>	<u>16</u>
	Subgroup Total	25	16	0	41
Counselors	Chattanooga	2	2	0	4
	Davidson County	3	5	2	10
	Knox County	2	4	0	6
	Memphis	<u>14</u>	<u>6</u>	<u>0</u>	<u>20</u>
	Subgroup Total	21	17	2	40
Psychologists	Chattanooga	2	1	0	3
	Davidson County	6	1	0	7
	Knox County	0	2	0	2
	Memphis	<u>7</u>	<u>1</u>	<u>0</u>	<u>8</u>
	Subgroup Total	15	5	0	20
Social Workers	Chattanooga	8	1	0	9
	Davidson County	8	0	0	8
	Knox County	4	0	0	4
	Memphis	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
	Subgroup Total	25	1	0	26
Totals		102	44	3	149
Totals by School Systems	Chattanooga	27	8	1	36
	Davidson County	26	7	2	35
	Knox County	11	10	0	21
	Memphis	38	19	0	57

Appendix C-10

Responses of Subgroups to the Item: The School Social
Worker Formulates Inschool Screening (S-Team)
Plans for Individual Students*

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	2	6	0	8
	Davidson County	1	3	0	4
	Knox County	1	1	0	2
	Memphis	<u>2</u>	<u>6</u>	<u>0</u>	<u>8</u>
	Subgroup Total	6	16	0	22
Principals	Chattanooga	3	9	0	12
	Davidson County	4	2	0	6
	Knox County	2	5	0	7
	Memphis	<u>3</u>	<u>13</u>	<u>0</u>	<u>16</u>
	Subgroup Total	12	29	0	41
Counselors	Chattanooga	2	2	0	4
	Davidson County	0	8	2	10
	Knox County	0	6	0	6
	Memphis	<u>5</u>	<u>15</u>	<u>0</u>	<u>20</u>
	Subgroup Total	7	31	2	40
Psychologists	Chattanooga	0	3	0	3
	Davidson County	0	7	0	7
	Knox County	0	2	0	2
	Memphis	<u>1</u>	<u>7</u>	<u>0</u>	<u>8</u>
	Subgroup Total	1	19	0	20
Social Workers	Chattanooga	4	5	0	9
	Davidson County	3	5	0	8
	Knox County	1	3	0	4
	Memphis	<u>0</u>	<u>5</u>	<u>0</u>	<u>5</u>
	Subgroup Total	8	18	0	26
Totals		34	113	2	149
Totals by School Systems	Chattanooga	11	25	0	36
	Davidson County	8	25	2	35
	Knox County	4	17	0	21
	Memphis	11	46	0	57

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix C-11

Responses of Subgroups to the Item: The School Social
Worker Provides Feedback About Referred Students to
Principals and School Professional Personnel

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	6	2	0	8
	Davidson County	4	0	0	4
	Knox County	2	0	0	2
	Memphis	5	3	0	8
	Subgroup Total	17	5	0	22
Principals	Chattanooga	10	2	0	12
	Davidson County	5	1	0	6
	Knox County	3	4	0	7
	Memphis	12	4	0	16
	Subgroup Total	30	11	0	41
Counselors	Chattanooga	3	1	0	4
	Davidson County	8	1	1	10
	Knox County	2	4	0	6
	Memphis	14	6	0	20
	Subgroup Total	27	12	1	40
Psychologists	Chattanooga	1	2	0	3
	Davidson County	7	0	0	7
	Knox County	2	0	0	2
	Memphis	6	2	0	8
	Subgroup Total	16	4	0	20
Social Workers	Chattanooga	9	0	0	9
	Davidson County	8	0	0	8
	Knox County	4	0	0	4
	Memphis	3	2	0	5
	Subgroup Total	24	2	0	26
Totals		114	34	1	149
Totals by School Systems	Chattanooga	29	7	0	36
	Davidson County	32	2	1	35
	Knox County	13	8	0	21
	Memphis	40	17	0	57

Appendix C-12

Responses of Subgroups to the Item: The School Social
Worker Manages Emergencies or Crisis Interventions

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	7	0	1	8
	Davidson County	3	0	1	4
	Knox County	2	0	0	2
	Memphis	4	4	0	8
	Subgroup Total	16	4	2	22
Principals	Chattanooga	10	2	0	12
	Davidson County	5	1	0	6
	Knox County	4	3	0	7
	Memphis	8	7	1	16
	Subgroup Total	27	13	1	41
Counselors	Chattanooga	3	0	1	4
	Davidson County	7	3	0	10
	Knox County	2	3	1	6
	Memphis	13	7	0	20
	Subgroup Total	25	13	2	40
Psychologists	Chattanooga	2	0	1	3
	Davidson County	6	1	0	7
	Knox County	2	0	0	2
	Memphis	7	0	1	8
	Subgroup Total	17	1	2	20
Social Workers	Chattanooga	9	0	0	9
	Davidson County	8	0	0	8
	Knox County	4	0	0	4
	Memphis	4	1	0	5
	Subgroup Total	25	1	0	26
Totals		110	32	7	149
Totals by School Systems	Chattanooga	31	2	3	36
	Davidson County	29	5	1	35
	Knox County	14	6	1	21
	Memphis	36	19	2	57

Appendix C-13

Responses of Subgroups to the Item: The School Social Worker
Assists in the Planning, Development, or Evaluation
of Student Policies or Programs*

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	2	6	0	8
	Davidson County	3	1	0	4
	Knox County	0	2	0	2
	Memphis	<u>2</u>	<u>6</u>	<u>0</u>	<u>8</u>
	Subgroup Total	7	15	0	22
Principals	Chattanooga	2	10	0	12
	Davidson County	2	4	0	6
	Knox County	2	5	0	7
	Memphis	<u>3</u>	<u>11</u>	<u>2</u>	<u>16</u>
	Subgroup Total	9	30	2	41
Counselors	Chattanooga	1	3	0	4
	Davidson County	0	9	1	10
	Knox County	0	6	0	6
	Memphis	<u>4</u>	<u>16</u>	<u>0</u>	<u>20</u>
	Subgroup Total	5	34	1	40
Psychologists	Chattanooga	0	3	0	3
	Davidson County	1	5	1	7
	Knox County	0	2	0	2
	Memphis	<u>2</u>	<u>6</u>	<u>0</u>	<u>8</u>
	Subgroup Total	3	16	1	20
Social Workers	Chattanooga	4	4	1	9
	Davidson County	3	5	0	8
	Knox County	2	2	0	4
	Memphis	<u>0</u>	<u>5</u>	<u>0</u>	<u>5</u>
	Subgroup Total	9	16	1	26
Totals		33	111	5	149
Totals by School Systems	Chattanooga	9	26	1	36
	Davidson County	9	24	2	35
	Knox County	4	17	0	21
	Memphis	11	44	2	57

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix C-14

Responses of Subgroups to the Item: The School Social
Worker Plans and Conducts Social Work Related
Inservice Training

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	5	1	2	8
	Davidson County	2	1	1	4
	Knox County	2	0	0	2
	Memphis	<u>6</u>	<u>1</u>	<u>1</u>	<u>8</u>
	Subgroup Total	15	3	4	22
Principals	Chattanooga	8	4	0	12
	Davidson County	5	1	0	6
	Knox County	2	5	0	7
	Memphis	<u>7</u>	<u>8</u>	<u>1</u>	<u>16</u>
	Subgroup Total	22	18	1	41
Counselors	Chattanooga	2	2	0	4
	Davidson County	2	7	1	10
	Knox County	2	3	1	6
	Memphis	<u>9</u>	<u>9</u>	<u>2</u>	<u>20</u>
	Subgroup Total	15	21	4	40
Psychologists	Chattanooga	3	0	0	3
	Davidson County	7	0	0	7
	Knox County	1	1	0	2
	Memphis	<u>7</u>	<u>1</u>	<u>0</u>	<u>8</u>
	Subgroup Total	18	2	0	20
Social Workers	Chattanooga	5	4	0	9
	Davidson County	8	0	0	8
	Knox County	4	0	0	4
	Memphis	<u>4</u>	<u>1</u>	<u>0</u>	<u>5</u>
	Subgroup Total	21	5	0	26
Totals		91	49	9	149
Totals by School Systems	Chattanooga	23	11	2	36
	Davidson County	24	9	2	35
	Knox County	11	9	1	21
	Memphis	33	20	4	57

Appendix C-15

Responses of Subgroups to the Item: The School Social Worker
Develops and/or Coordinates Preventive Programs
at the Systemwide or School Level*

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	6	2	0	8
	Davidson County	2	1	1	4
	Knox County	1	1	0	2
	Memphis	4	2	2	8
	Subgroup Total	13	6	3	22
Principals	Chattanooga	3	8	1	12
	Davidson County	1	5	0	6
	Knox County	4	3	0	7
	Memphis	10	5	1	16
	Subgroup Total	18	21	2	41
Counselors	Chattanooga	1	3	0	4
	Davidson County	1	7	2	10
	Knox County	1	5	0	6
	Memphis	7	10	3	20
	Subgroup Total	10	25	5	40
Psychologists	Chattanooga	0	3	0	3
	Davidson County	4	3	0	7
	Knox County	0	2	0	2
	Memphis	4	4	0	8
	Subgroup Total	8	12	0	20
Social Workers	Chattanooga	6	3	0	9
	Davidson County	5	3	0	8
	Knox County	4	0	0	4
	Memphis	5	0	0	5
	Subgroup Total	20	6	0	26
Totals		69	70	10	149
Totals by School Systems	Chattanooga	16	19	1	36
	Davidson County	13	19	3	35
	Knox County	10	11	0	21
	Memphis	30	21	6	57

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix C-16

Responses of Subgroups to the Item: The School Social
Worker Assists in the Training of Beginning School
Social Workers

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	5	1	2	8
	Davidson County	2	0	2	4
	Knox County	2	0	0	2
	Memphis	4	2	2	8
	Subgroup Total	13	3	6	22
Principals	Chattanooga	4	3	5	12
	Davidson County	2	2	2	6
	Knox County	2	5	0	7
	Memphis	6	6	4	16
	Subgroup Total	14	16	11	41
Counselors	Chattanooga	2	2	0	4
	Davidson County	4	4	2	10
	Knox County	3	1	2	6
	Memphis	9	5	6	20
	Subgroup Total	18	12	10	40
Psychologists	Chattanooga	3	0	0	3
	Davidson County	6	1	0	7
	Knox County	0	1	1	2
	Memphis	8	0	0	8
	Subgroup Total	17	2	1	20
Social Workers	Chattanooga	5	4	0	9
	Davidson County	4	4	0	8
	Knox County	4	0	0	4
	Memphis	4	1	0	5
	Subgroup Total	17	9	0	26
Totals		79	42	28	149
Totals by School Systems	Chattanooga	19	10	7	36
	Davidson County	18	11	6	35
	Knox County	11	7	3	21
	Memphis	31	14	12	57

Appendix C-17

Responses of Subgroups to the Item: The School Social
Worker Develops Curricula for Classrooms Aimed at
Preventing Student Problems*

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	2	5	1	8
	Davidson County	1	3	0	4
	Knox County	1	1	0	2
	Memphis	<u>1</u>	<u>6</u>	<u>1</u>	<u>8</u>
	Subgroup Total	5	15	2	22
Principals	Chattanooga	1	11	0	12
	Davidson County	1	5	0	6
	Knox County	2	5	0	7
	Memphis	<u>5</u>	<u>11</u>	<u>0</u>	<u>16</u>
	Subgroup Total	9	32	0	41
Counselors	Chattanooga	0	4	0	4
	Davidson County	0	9	1	10
	Knox County	0	6	0	6
	Memphis	<u>1</u>	<u>16</u>	<u>3</u>	<u>20</u>
	Subgroup Total	1	35	4	40
Psychologists	Chattanooga	0	3	0	3
	Davidson County	0	7	0	7
	Knox County	0	2	0	2
	Memphis	<u>1</u>	<u>7</u>	<u>0</u>	<u>8</u>
	Subgroup Total	1	19	0	20
Social Workers	Chattanooga	3	6	0	9
	Davidson County	2	6	0	8
	Knox County	1	3	0	4
	Memphis	<u>2</u>	<u>3</u>	<u>0</u>	<u>5</u>
	Subgroup Total	8	18	0	26
Totals		24	119	6	149
Totals by School Systems	Chattanooga	6	29	1	36
	Davidson County	4	30	1	35
	Knox County	4	17	0	21
	Memphis	<u>10</u>	<u>43</u>	<u>4</u>	<u>57</u>

*This table lacks the 50 percent support needed to be perceived as "provided."

Appendix C-18

Responses of Subgroups to the Item: The School Social
Worker Serves on Planning Committees or Boards of
Community Agencies

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	6	0	2	8
	Davidson County	2	0	2	4
	Knox County	2	0	0	2
	Memphis	6	0	2	8
	Subgroup Total	16	0	6	22
Principals	Chattanooga	5	3	4	12
	Davidson County	4	0	2	6
	Knox County	2	5	0	7
	Memphis	9	4	3	16
	Subgroup Total	20	12	9	41
Counselors	Chattanooga	1	1	2	4
	Davidson County	5	4	1	10
	Knox County	0	5	1	6
	Memphis	11	4	5	20
	Subgroup Total	17	14	9	40
Psychologists	Chattanooga	2	0	1	3
	Davidson County	5	2	0	7
	Knox County	0	2	0	2
	Memphis	5	2	1	8
	Subgroup Total	12	6	2	20
Social Workers	Chattanooga	7	2	0	9
	Davidson County	7	0	1	8
	Knox County	3	1	0	4
	Memphis	4	1	0	5
	Subgroup Total	21	4	1	26
Totals		86	36	27	149
Totals by School Systems	Chattanooga	21	6	9	36
	Davidson County	23	6	6	35
	Knox County	7	13	1	21
	Memphis	35	11	11	57

Appendix C-19

Responses of Subgroups to the Item: The School Social
Worker Supervises Field Training of Student
Social Workers*

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	5	1	2	8
	Davidson County	3	0	1	4
	Knox County	2	0	0	2
	Memphis	<u>4</u>	<u>2</u>	<u>2</u>	<u>8</u>
	Subgroup Total	14	3	5	22
Principals	Chattanooga	2	5	5	12
	Davidson County	1	3	2	6
	Knox County	1	5	1	7
	Memphis	<u>4</u>	<u>5</u>	<u>7</u>	<u>16</u>
	Subgroup Total	8	18	15	41
Counselors	Chattanooga	1	2	1	4
	Davidson County	4	4	2	10
	Knox County	2	3	1	6
	Memphis	<u>7</u>	<u>6</u>	<u>7</u>	<u>20</u>
	Subgroup Total	14	15	11	40
Psychologists	Chattanooga	1	2	0	3
	Davidson County	6	1	0	7
	Knox County	0	1	1	2
	Memphis	<u>7</u>	<u>0</u>	<u>1</u>	<u>8</u>
	Subgroup Total	14	4	2	20
Social Workers	Chattanooga	7	2	0	9
	Davidson County	5	3	0	8
	Knox County	4	0	0	4
	Memphis	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
	Subgroup Total	21	5	0	26
Totals		71	45	33	149
Totals by School Systems	Chattanooga	16	12	8	36
	Davidson County	19	11	5	35
	Knox County	9	9	3	21
	Memphis	27	13	17	57

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix C-20

Responses of Subgroups to the Item: The School Social
Worker Documents Activities and Services Provided

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	6	0	2	8
	Davidson County	4	0	0	4
	Knox County	2	0	0	2
	Memphis	6	0	2	8
	Subgroup Total	18	0	4	22
Principals	Chattanooga	12	0	0	12
	Davidson County	6	0	0	6
	Knox County	4	2	1	7
	Memphis	10	3	3	16
	Subgroup Total	32	5	4	41
Counselors	Chattanooga	3	0	1	4
	Davidson County	8	0	2	10
	Knox County	0	2	4	6
	Memphis	16	0	4	20
	Subgroup Total	27	2	11	40
Psychologists	Chattanooga	3	0	0	3
	Davidson County	7	0	0	7
	Knox County	2	0	0	2
	Memphis	8	0	0	8
	Subgroup Total	20	0	0	20
Social Workers	Chattanooga	9	0	0	9
	Davidson County	8	0	0	8
	Knox County	4	0	0	4
	Memphis	5	0	0	5
	Subgroup Total	26	0	0	26
Totals		123	7	19	149
Totals by School Systems	Chattanooga	33	0	3	36
	Davidson County	33	0	2	35
	Knox County	12	4	5	21
	Memphis	45	3	9	57

Appendix C-21

Responses of Subgroups to the Item: The School Social Worker
Works With Administrators to Examine Symptoms or Seeks
Causes of Problems Students Have, e.g., Teenage
Pregnancy, Drugs, Child Abuse, etc.

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	8	0	0	8
	Davidson County	3	1	0	4
	Knox County	2	0	0	2
	Memphis	<u>6</u>	<u>1</u>	<u>1</u>	<u>8</u>
	Subgroup Total	19	2	1	22
Principals	Chattanooga	12	0	0	12
	Davidson County	5	1	0	6
	Knox County	4	3	0	7
	Memphis	<u>9</u>	<u>7</u>	<u>0</u>	<u>16</u>
	Subgroup Total	30	11	0	41
Counselors	Chattanooga	3	1	0	4
	Davidson County	4	3	3	10
	Knox County	1	4	1	6
	Memphis	<u>11</u>	<u>5</u>	<u>4</u>	<u>20</u>
	Subgroup Total	19	13	8	40
Psychologists	Chattanooga	2	1	0	3
	Davidson County	5	2	0	7
	Knox County	2	0	0	2
	Memphis	<u>7</u>	<u>1</u>	<u>0</u>	<u>8</u>
	Subgroup Total	16	4	0	20
Social Workers	Chattanooga	9	0	0	9
	Davidson County	5	3	0	8
	Knox County	4	0	0	4
	Memphis	<u>5</u>	<u>0</u>	<u>0</u>	<u>5</u>
	Subgroup Total	23	3	0	26
Totals		107	33	9	149
Totals by School Systems	Chattanooga	34	2	0	36
	Davidson County	22	10	3	35
	Knox County	13	7	1	21
	Memphis	38	14	5	57

Appendix C-22

Responses of Subgroups to the Item: The School Social
Worker Coordinates Services for Multiple-handicapped
Children*

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	6	2	0	8
	Davidson County	4	0	0	4
	Knox County	0	2	0	2
	Memphis	<u>2</u>	<u>4</u>	<u>2</u>	<u>8</u>
	Subgroup Total	12	8	2	22
Principals	Chattanooga	6	5	1	12
	Davidson County	2	4	0	6
	Knox County	2	5	0	7
	Memphis	<u>4</u>	<u>9</u>	<u>3</u>	<u>16</u>
	Subgroup Total	14	23	4	41
Counselors	Chattanooga	1	2	1	4
	Davidson County	3	6	1	10
	Knox County	0	6	0	6
	Memphis	<u>6</u>	<u>8</u>	<u>6</u>	<u>20</u>
	Subgroup Total	10	22	8	40
Psychologists	Chattanooga	0	3	0	3
	Davidson County	1	6	0	7
	Knox County	0	2	0	2
	Memphis	<u>2</u>	<u>6</u>	<u>0</u>	<u>8</u>
	Subgroup Total	3	17	0	20
Social Workers	Chattanooga	6	3	0	9
	Davidson County	6	2	0	8
	Knox County	2	2	0	4
	Memphis	<u>3</u>	<u>1</u>	<u>1</u>	<u>5</u>
	Subgroup Total	17	8	1	26
Totals		56	78	15	149
Totals by School Systems	Chattanooga	19	15	2	36
	Davidson County	16	18	1	35
	Knox County	4	17	0	21
	Memphis	17	28	12	57

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix C-23

Responses of Subgroups to the Item: The School Social
Worker Identifies School Barriers Which Hinder Pupil
Attendance or Develops Plans to Overcome Them*

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	7	1	0	8
	Davidson County	3	1	0	4
	Knox County	2	0	0	2
	Memphis	<u>5</u>	<u>2</u>	<u>1</u>	<u>8</u>
	Subgroup Total	17	4	1	22
Principals	Chattanooga	8	4	0	12
	Davidson County	3	3	0	6
	Knox County	3	4	0	7
	Memphis	<u>3</u>	<u>12</u>	<u>1</u>	<u>16</u>
	Subgroup Total	17	23	1	41
Counselors	Chattanooga	2	2	0	4
	Davidson County	1	8	1	10
	Knox County	0	6	0	6
	Memphis	<u>6</u>	<u>12</u>	<u>2</u>	<u>20</u>
	Subgroup Total	9	28	3	40
Psychologists	Chattanooga	2	1	0	3
	Davidson County	1	5	1	7
	Knox County	1	1	0	2
	Memphis	<u>6</u>	<u>2</u>	<u>0</u>	<u>8</u>
	Subgroup Total	10	9	1	20
Social Workers	Chattanooga	8	1	0	9
	Davidson County	4	4	0	8
	Knox County	4	0	0	4
	Memphis	<u>3</u>	<u>1</u>	<u>1</u>	<u>5</u>
	Subgroup Total	19	6	1	26
Totals		72	70	7	149
Totals by School Systems	Chattanooga	27	9	0	36
	Davidson County	12	21	2	35
	Knox County	10	11	0	21
	Memphis	23	29	5	57

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix C-24

Responses of Subgroups to the Item: The School Social
Worker Plans With Civic Groups for Positive Growth
Experiences of Students*

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	5	2	1	8
	Davidson County	2	1	1	4
	Knox County	0	2	0	2
	Memphis	4	2	2	8
	Subgroup Total	11	7	4	22
Principals	Chattanooga	3	5	4	12
	Davidson County	4	2	0	6
	Knox County	2	5	0	7
	Memphis	5	8	3	16
	Subgroup Total	14	20	7	41
Counselors	Chattanooga	1	2	1	4
	Davidson County	2	7	1	10
	Knox County	0	5	1	6
	Memphis	6	9	5	20
	Subgroup Total	9	23	8	40
Psychologists	Chattanooga	0	2	1	3
	Davidson County	1	6	0	7
	Knox County	0	2	0	2
	Memphis	2	5	1	8
	Subgroup Total	3	15	2	20
Social Workers	Chattanooga	5	4	0	9
	Davidson County	1	7	0	8
	Knox County	4	0	0	4
	Memphis	2	3	0	5
	Subgroup Total	12	14	0	26
Totals		49	79	21	149
Totals by School Systems	Chattanooga	14	15	7	36
	Davidson County	10	23	2	35
	Knox County	6	14	1	21
	Memphis	19	27	11	57

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix C-25

Responses of Subgroups to the Item: The School Social
Worker Secures Resources From Civic Groups to Provide
Positive Growth Experiences for Students*

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	6	1	1	8
	Davidson County	2	1	1	4
	Knox County	1	1	0	2
	Memphis	<u>5</u>	<u>1</u>	<u>2</u>	<u>8</u>
	Subgroup Total	14	4	4	22
Principals	Chattanooga	5	6	1	12
	Davidson County	2	4	0	6
	Knox County	3	4	0	7
	Memphis	<u>3</u>	<u>10</u>	<u>3</u>	<u>16</u>
	Subgroup Total	13	24	4	41
Counselors	Chattanooga	2	2	0	4
	Davidson County	3	6	1	10
	Knox County	1	4	1	6
	Memphis	<u>8</u>	<u>10</u>	<u>2</u>	<u>20</u>
	Subgroup Total	14	22	4	40
Psychologists	Chattanooga	0	3	0	3
	Davidson County	3	4	0	7
	Knox County	0	2	0	2
	Memphis	<u>5</u>	<u>3</u>	<u>0</u>	<u>8</u>
	Subgroup Total	8	12	0	20
Social Workers	Chattanooga	8	1	0	9
	Davidson County	1	7	0	8
	Knox County	4	0	0	4
	Memphis	<u>3</u>	<u>2</u>	<u>0</u>	<u>5</u>
	Subgroup Total	16	10	0	26
Totals		65	72	12	149
Totals by School Systems	Chattanooga	21	13	2	36
	Davidson County	11	22	2	35
	Knox County	9	11	1	21
	Memphis	24	26	7	57

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix C-26

Responses of Subgroups to the Item: The School Social Worker
Participates in the Planning or Development of Needed Com-
munity Services Indirectly Related to School, e.g.,
Habitat for Humanity, Chattanooga Venture, Support
Groups for Families with Specific Problems*

Subgroups		Yes	No	Missing	Total
Central Office	Chattanooga	4	2	2	8
	Davidson County	2	0	2	4
	Knox County	1	0	1	2
	Memphis	5	1	2	8
	Subgroup Total	12	3	7	22
Principals	Chattanooga	6	3	3	12
	Davidson County	5	0	1	6
	Knox County	2	5	0	7
	Memphis	4	9	3	16
	Subgroup Total	17	17	7	41
Counselors	Chattanooga	1	1	2	4
	Davidson County	5	4	1	10
	Knox County	0	6	0	6
	Memphis	9	6	5	20
	Subgroup Total	15	17	8	40
Psychologists	Chattanooga	2	0	1	3
	Davidson County	3	4	0	7
	Knox County	0	2	0	2
	Memphis	5	3	0	8
	Subgroup Total	10	9	1	20
Social Workers	Chattanooga	5	4	0	9
	Davidson County	3	5	0	8
	Knox County	3	1	0	4
	Memphis	4	1	0	5
	Subgroup Total	15	11	0	26
Totals		69	57	23	149
Totals by School Systems	Chattanooga	18	10	8	36
	Davidson County	18	13	4	35
	Knox County	6	14	1	21
	Memphis	27	20	10	57

*This item lacks the 50 percent support needed to be perceived as "provided."

APPENDIX D

RESPONSES OF SUBGROUPS AND SCHOOL SYSTEMS TO SERVICES PROVIDED BY DESIGNATED PROFESSIONALS OTHER THAN SCHOOL SOCIAL WORKERS

Appendix D-1

Number of Respondents Who Believed Service Was Provided by Designated Professionals Other Than School Social Workers for the Item:
The School Social Worker Develops a Social Work Plan for Individual Students

		Who Provides Service						
Subgroups		N	Prin.	Asst. Psychol.	Coun- selor	Att. Tcher	Other	Miss- ing
Central Office	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0
	Memphis	3	0	0	0	0	2	1
	Total	3	0	0	0	0	2	1
Principals	Chattanooga	5	1	0	0	3	0	1
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	3	1	0	1	2	0	0
	Memphis	8	1	1	0	5	0	1
	Total	16	3	1	1	10	0	2
Counselors	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	2	0	0	0	1	0	1
	Knox Co.	3	0	0	0	3	0	0
	Memphis	10	0	0	1	5	0	3
	Total	15	0	0	1	9	0	4
Psychologists	Chattanooga	1	0	0	0	0	0	1
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	2	0	0	0	0	0	2
	Memphis	0	0	0	0	0	0	0
	Total	3	0	0	0	0	0	3
Social Workers	Chattanooga	1	0	0	1	0	0	0
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0
	Memphis	0	0	0	0	0	0	0
	Total	1	0	0	1	0	0	0
Totals		38	3	1	3	19	0	10
Totals by School Systems								
	Chattanooga	7	1	0	1	3	0	2
	Davidson Co.	2	0	0	0	1	0	1
	Knox Co.	8	1	0	1	5	0	2
	Memphis	21	1	1	1	10	0	5

Note. In some instances, respondents provided multiple responses.

Appendix D-2

Number of Respondents Who Believed Service Was Provided by Designated
Professionals Other Than School Social Workers for the Item:
The School Social Worker Serves as a Student or Family
Advocate to Schools and Community Agencies

		Who Provides Service						
Subgroups	N	Prin.	Prin.	Asst. Psychol.	Coun- selor	Att. Tcher	Other	Miss- ing
Central Office	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0
	Memphis	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0
Principals	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	3	0	0	1	0	2	0
	Memphis	3	1	1	0	0	1	0
	Total	6	1	1	0	0	3	0
Counselors	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	2	0	0	1	0	0	1
	Knox Co.	2	0	0	0	0	0	0
	Memphis	4	0	1	0	0	1	0
	Total	8	0	1	0	0	1	1
Psychologists	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0
	Memphis	1	0	0	1	0	1	0
	Total	1	0	0	1	0	1	0
Social Workers	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0
	Memphis	1	0	0	0	0	0	0
	Total	1	0	0	0	0	0	0
Totals		16	1	2	1	7	5	1
Totals by School Systems								
	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	2	0	0	1	0	0	1
	Knox Co.	5	0	0	1	0	2	0
	Memphis	9	1	2	1	0	3	0

Note. In some instances, respondents provided multiple responses.

Appendix D-3

Number of Respondents Who Believed Service Was Provided by Designated
Professionals Other Than School Social Workers for the Item:
The School Social Worker Counsels With
Groups of Students*

		Who Provides Service							
Subgroups		N	Prin.	Prin.	Asst. Psychol.	Coun- selor	Att. Tcher	Other	Miss- ing
Central Office	Chattanooga	5	0	0	0	5	0	0	0
	Davidson Co.	1	0	0	0	1	0	0	0
	Knox Co.	1	0	0	1	1	0	0	0
	Memphis	3	0	0	0	3	0	0	0
	Total	10	0	0	1	10	0	0	0
Principals	Chattanooga	8	3	0	0	7	0	0	0
	Davidson Co.	4	2	2	2	3	1	2	0
	Knox Co.	5	2	0	2	3	1	1	0
	Memphis	8	4	3	1	8	1	0	0
	Total	25	11	5	5	21	3	3	0
Counselors	Chattanooga	3	0	0	0	3	0	0	0
	Davidson Co.	7	0	0	0	7	0	0	0
	Knox Co.	5	0	0	0	5	0	0	0
	Memphis	13	1	0	1	11	0	0	2
	Total	28	1	0	1	26	0	0	2
Psychologists	Chattanooga	3	0	0	0	3	0	0	0
	Davidson Co.	1	0	0	1	1	0	0	0
	Knox Co.	2	0	0	2	2	0	0	0
	Memphis	1	0	0	1	0	0	0	0
	Total	7	0	0	4	6	0	0	0
Social Workers	Chattanooga	3	0	0	0	3	0	0	0
	Davidson Co.	0	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0	0
	Memphis	0	0	0	0	0	0	0	0
	Total	3	0	0	0	3	0	0	0
Totals		73	12	5	11	66	3	3	2
Totals by School Systems									
	Chattanooga	22	3	0	0	21	0	0	0
	Davidson Co.	13	2	2	3	12	1	2	0
	Knox Co.	13	2	0	5	11	1	1	0
	Memphis	25	5	3	3	22	1	0	2

Note. In some instances, respondents provided multiple responses.

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix D-4

Number of Respondents Who Believed Service Was Provided by Designated
Professionals Other Than School Social Workers for the Item: The
School Social Worker Uses Social History and/or Adaptive
Behavior Appraisal to Assess Students' Social Problems

Who Provides Service									
Subgroups		N	Prin.	Prin.	Asst. Psychol- ogist	Coun- selor	Att. Tcher	Other	Miss- ing
Central Office	Chattanooga	0	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0	0
	Memphis	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
	Total	1	0	0	0	1	0	0	0
Principals	Chattanooga	1	1	0	0	1	0	0	0
	Davidson Co.	0	0	0	0	0	0	0	0
	Knox Co.	4	0	0	3	2	0	1	0
	Memphis	<u>5</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>1</u>	<u>1</u>
	Total	10	2	1	3	6	0	2	1
Counselors	Chattanooga	1	0	0	1	0	0	0	0
	Davidson Co.	2	0	0	0	1	0	0	1
	Knox Co.	4	0	0	2	3	0	0	1
	Memphis	<u>5</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>1</u>
	Total	12	0	0	4	7	0	0	3
Psychologists	Chattanooga	0	0	0	0	0	0	0	0
	Davidson Co.	1	0	0	1	0	0	0	0
	Knox Co.	2	0	0	2	0	0	0	0
	Memphis	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	Total	3	0	0	3	0	0	0	0
Social Workers	Chattanooga	2	0	0	2	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0	0
	Memphis	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	Total	2	0	0	2	0	0	0	0
Totals		<u>28</u>	<u>2</u>	<u>1</u>	<u>12</u>	<u>14</u>	<u>0</u>	<u>2</u>	<u>4</u>
Totals by School Systems									
	Chattanooga	4	1	0	3	1	0	0	0
	Davidson Co.	3	0	0	1	1	0	0	1
	Knox Co.	10	0	0	7	5	0	1	1
	Memphis	11	1	1	1	7	0	1	2

Note. In some instances, respondents provided multiple responses.

Appendix D-5

Number of Respondents Who Believed Service Was Provided by Designated Professionals Other Than School Social Workers for the Item: The School Social Worker Participates in Multidisciplinary Team (M-Team) Meetings for Special Education Students

		Who Provides Service							
Subgroups		N	Prin.	Prin.	Asst. Psychol- Coun- gist	Att. selor	Tcher Other	Miss- ing	
Central Office	Chattanooga	0	0	0	0	0	0	0	
	Davidson Co.	0	0	0	0	0	0	0	
	Knox Co.	0	0	0	0	0	0	0	
	Memphis	2	1	1	1	1	0	1	
	Total	2	1	1	1	1	0	1	
Principals	Chattanooga	3	3	1	0	2	0	2	
	Davidson Co.	0	0	0	0	0	0	0	
	Knox Co.	2	0	0	1	1	0	1	
	Memphis	10	4	4	3	7	0	3	
	Total	15	7	5	4	10	0	6	
Counselors	Chattanooga	0	0	0	0	0	0	0	
	Davidson Co.	7	3	0	5	6	0	0	
	Knox Co.	4	2	1	2	3	0	1	
	Memphis	12	3	2	5	12	2	3	
	Total	23	8	3	12	21	2	4	
Psychologists	Chattanooga	1	0	0	0	0	0	0	
	Davidson Co.	2	1	0	2	1	0	1	
	Knox Co.	1	1	1	1	0	0	0	
	Memphis	5	2	1	5	2	0	2	
	Total	9	4	2	8	3	0	3	
Social Workers	Chattanooga	0	0	0	0	0	0	0	
	Davidson Co.	0	0	0	0	0	0	0	
	Knox Co.	0	0	0	0	0	0	0	
	Memphis	3	0	0	3	0	0	0	
	Total	3	0	0	3	0	0	0	
Totals		52	20	11	28	35	2	14	
Totals by School Systems									
	Chattanooga	4	3	1	0	2	0	2	
	Davidson Co.	9	4	0	7	7	0	1	
	Knox Co.	7	3	2	4	4	0	2	
	Memphis	32	10	8	17	22	2	9	

Note. In some instances, respondents provided multiple responses.

Appendix D-6

Number of Respondents Who Believed Service Was Provided by Designated Professionals Other Than School Social Workers for the Item: The School Social Worker Provides Social Work Service to Families, e.g., Home Visits, Family Counseling, Child Development

		Who Provides Service						
Subgroups		N	Prin.	Asst. Psychol- Prin. Coun- gist	Att. selor Tch- er	Miss- Other	ing	
Central Office	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0
	Memphis	1	0	0	0	0	0	1
	Total	1	0	0	0	0	0	1
Principals	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	2	0	0	1	1	1	0
	Memphis	5	1	1	0	0	1	2
	Total	7	1	1	1	1	2	2
Counselors	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	1	0	0	0	0	0	1
	Knox Co.	1	0	0	0	0	1	0
	Memphis	3	0	0	0	0	2	1
	Total	5	0	0	0	0	3	2
Psychologists	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0
	Memphis	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0
Social Workers	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0
	Memphis	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0
Totals		13	1	1	1	2	1	5
Totals by School Systems								
	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	1	0	0	0	0	0	1
	Knox Co.	3	0	0	1	1	2	0
	Memphis	9	1	1	0	2	3	4

Note. In some instances, respondents provided multiple responses.

Appendix D-7

Number of Respondents Who Believed Service Was Provided by Designated
Professionals Other Than School Social Workers for the Item:
The School Social Worker Petitions Juvenile Court Against
Students With Poor Attendance or Their Parents
After Trying Other Interventions*

Who Provides Service									
Subgroups		N	Asst. Psychol-Coun- Prin. Prin. ogist selor				Att. Tcher	Other	Miss- ing
Central Office	Chattanooga	0	0	0	0	0	0	0	0
	Davidson Co.	4	0	0	0	0	4	0	0
	Knox Co.	0	0	0	0	0	0	0	0
	Memphis	<u>6</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>1</u>
	Total	10	0	0	0	0	9	0	1
Principals	Chattanooga	1	0	0	0	0	1	0	0
	Davidson Co.	4	0	0	0	0	3	1	0
	Knox Co.	3	1	0	0	0	2	1	0
	Memphis	<u>12</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>5</u>	<u>2</u>
	Total	20	3	1	0	0	9	7	2
Counselors	Chattanooga	0	0	0	0	0	0	0	0
	Davidson Co.	9	1	1	0	0	7	0	1
	Knox Co.	1	0	0	0	0	1	0	0
	Memphis	<u>16</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>3</u>	<u>5</u>
	Total	26	2	2	0	0	12	5	6
Psychologists	Chattanooga	0	0	0	0	0	0	0	0
	Davidson Co.	6	0	0	0	0	6	0	0
	Knox Co.	0	0	0	0	0	0	0	0
	Memphis	<u>6</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>4</u>	<u>1</u>	<u>0</u>
	Total	12	0	0	0	1	10	1	0
Social Workers	Chattanooga	0	0	0	0	0	0	0	0
	Davidson Co.	8	0	0	0	0	7	0	1
	Knox Co.	1	0	0	0	0	1	0	0
	Memphis	<u>5</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>0</u>
	Total	14	1	0	0	0	10	2	1
Totals		<u>82</u>	<u>6</u>	<u>3</u>	<u>0</u>	<u>1</u>	<u>50</u>	<u>15</u>	<u>10</u>
Totals by School Systems									
	Chattanooga	1	0	0	0	0	1	0	0
	Davidson Co.	31	1	1	0	0	27	1	2
	Knox Co.	5	1	0	0	0	4	1	0
	Memphis	45	4	2	0	1	18	13	8

Note. In some instances, respondents provided multiple responses.

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix D-8

Number of Respondents Who Believed Service Was Provided by Designated
Professionals Other Than School Social Workers for the Item:
The School Social Worker Refers Students and Parents
to Appropriate Community Resources

		Who Provides Service							
Subgroups		N	Asst. Psychol-Coun- Prin. Prin. ogist selor				Att. Tcher	Other	Miss- ing
Central Office	Chattanooga	0	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0	0
	Memphis	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
	Total	1	0	0	0	0	0	0	1
Principals	Chattanooga	0	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0	0
	Knox Co.	2	1	0	1	1	1	0	0
	Memphis	<u>4</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>0</u>
	Total	8	2	1	1	7	1	0	0
Counselors	Chattanooga	1	0	0	0	1	0	0	0
	Davidson Co.	1	0	0	0	0	0	0	1
	Knox Co.	2	0	0	1	2	0	0	0
	Memphis	<u>4</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>4</u>	<u>0</u>	<u>1</u>	<u>0</u>
	Total	10	1	1	2	9	0	1	1
Psychologists	Chattanooga	0	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0	0
	Memphis	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	Total	0	0	0	0	0	0	0	0
Social Workers	Chattanooga	0	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0	0
	Memphis	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	Total	0	0	0	0	0	0	0	0
Totals		<u>19</u>	<u>3</u>	<u>2</u>	<u>3</u>	<u>16</u>	<u>1</u>	<u>1</u>	<u>2</u>
Totals by School Systems									
	Chattanooga	1	0	0	0	1	0	0	0
	Davidson Co.	1	0	0	0	0	0	1	1
	Knox Co.	4	1	0	2	3	1	0	0
	Memphis	13	2	2	1	12	0	0	1

Note. In some instances, respondents provided multiple responses.

Appendix D-9

Number of Respondents Who Believed Service Was Provided by Designated
Professionals Other Than School Social Workers for the Item:
The School Social Worker Serves as Consultant to School
Personnel Regarding Social, Emotional, or
Learning Problems of Students

		Who Provides Service						
Subgroups		N	Prin.	Asst. Psychol- Prin. ogist	Coun- selor	Att. Tcher	Other	Miss- ing
Central Office	Chattanooga	1	0	0	0	0	1	0
	Davidson Co.	1	0	0	1	1	0	0
	Knox Co.	0	0	0	0	0	0	0
	Memphis	<u>3</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>
	Total	5	0	0	2	2	1	1
Principals	Chattanooga	3	1	0	1	1	1	1
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	4	1	0	3	2	2	0
	Memphis	<u>9</u>	<u>2</u>	<u>1</u>	<u>4</u>	<u>7</u>	<u>0</u>	<u>0</u>
	Total	16	4	1	8	10	3	1
Counselors	Chattanooga	2	0	0	0	2	0	0
	Davidson Co.	5	0	0	2	5	0	0
	Knox Co.	4	0	0	2	4	0	0
	Memphis	<u>6</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>5</u>	<u>0</u>	<u>0</u>
	Total	17	0	0	6	16	0	0
Psychologists	Chattanooga	1	0	0	0	0	0	1
	Davidson Co.	1	0	0	1	0	0	0
	Knox Co.	2	0	0	2	1	0	0
	Memphis	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>
	Total	5	0	0	4	2	0	1
Social Workers	Chattanooga	1	0	0	0	0	1	0
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0
	Memphis	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	Total	1	0	0	0	0	1	0
Totals		44	4	1	20	30	5	3
Totals by School Systems								
	Chattanooga	8	1	0	1	3	3	2
	Davidson Co.	7	0	0	4	6	0	0
	Knox Co.	10	1	0	7	7	2	0
	Memphis	19	2	1	8	14	0	1

Note. In some instances, respondents provided multiple responses.

Appendix D-10

Number of Respondents Who Believed Service Was Provided by Designated
Professionals Other Than School Social Workers for the Item:
The School Social Worker Formulates Inschool Screening
(S-Team) Plans for Individual Students*

		Who Provides Service						
Subgroups		N	Prin.	Asst.	Psychol- ogist	Coun- selor	Att. Other Tcher	Miss- ing
Central Office	Chattanooga	4	4	3	1	1	0	1
	Davidson Co.	3	1	0	1	0	0	0
	Knox Co.	1	0	0	0	0	0	0
	Memphis	6	1	1	1	4	0	1
	Total	16	6	4	3	5	0	2
Principals	Chattanooga	9	2	1	0	2	0	2
	Davidson Co.	2	1	0	0	0	0	0
	Knox Co.	5	3	1	3	3	0	0
	Memphis	13	4	2	1	9	0	0
	Total	29	10	4	4	14	0	2
Counselors	Chattanooga	2	0	0	1	1	0	0
	Davidson Co.	8	2	0	2	3	0	0
	Knox Co.	6	2	2	5	3	0	0
	Memphis	15	0	0	1	11	0	3
	Total	31	4	2	9	18	0	3
Psychologists	Chattanooga	3	0	0	1	0	0	0
	Davidson Co.	7	1	0	6	3	0	0
	Knox Co.	2	1	2	2	1	0	0
	Memphis	7	0	0	4	2	0	0
	Total	19	2	2	13	6	0	0
Social Workers	Chattanooga	5	1	0	0	1	0	1
	Davidson Co.	5	1	1	1	0	0	1
	Knox Co.	3	1	1	2	0	0	0
	Memphis	5	0	0	4	1	0	0
	Total	18	3	2	7	2	0	2
Totals		113	25	14	36	45	0	9
Totals by School Systems								
	Chattanooga	25	7	4	3	5	0	4
	Davidson Co.	25	6	1	10	6	0	1
	Knox Co.	17	7	6	12	7	0	0
	Memphis	46	5	3	11	27	0	4

Note. In some instances, respondents provided multiple responses.

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix D-11

Number of Respondents Who Believed Service Was Provided by Designated Professionals Other Than School Social Workers for the Item: The School Social Worker Provides Feedback About Referred Students to Principals and School Professional Personnel

		Who Provides Service							
Subgroups		N	Prin.	Prin.	Asst. Psychol.	Coun- ogist	Att. selor	Tcher	Miss- Other ing
Central Office	Chattanooga	2	0	0	1	0	0	1	0
	Davidson Co.	0	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0	0
	Memphis	3	0	0	1	0	0	1	1
	Total	5	0	0	2	0	0	2	1
Principals	Chattanooga	2	0	0	1	0	0	0	1
	Davidson Co.	1	0	0	0	0	0	0	1
	Knox Co.	4	0	0	2	1	1	1	1
	Memphis	4	1	1	0	3	0	1	0
	Total	11	1	1	3	4	1	2	3
Counselors	Chattanooga	1	0	0	0	1	0	0	0
	Davidson Co.	1	0	0	1	0	0	0	0
	Knox Co.	4	0	0	3	2	0	0	0
	Memphis	6	0	0	0	4	0	1	1
	Total	12	0	0	4	7	0	1	1
Psychologists	Chattanooga	2	0	0	2	0	0	1	0
	Davidson Co.	0	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0	0
	Memphis	2	0	0	2	0	0	0	0
	Total	4	0	0	4	0	0	1	0
Social Workers	Chattanooga	0	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0	0
	Memphis	2	0	0	2	0	0	0	0
	Total	2	0	0	2	0	0	0	0
Totals		34	1	1	15	11	1	6	5
Totals by School Systems									
	Chattanooga	7	0	0	4	1	0	2	1
	Davidson Co.	2	0	0	1	0	0	0	1
	Knox Co.	8	0	0	5	3	1	1	1
	Memphis	17	1	1	5	7	0	3	2

Note. In some instances, respondents provided multiple responses.

Appendix D-12

Number of Respondents Who Believed Service Was Provided by Designated
Professionals Other Than School Social Workers for the Item:
The School Social Worker Manages Emergencies
or Crisis Interventions

		Who Provides Service						
Subgroups		N	Prin.	Asst. Psychol- Prin. ogist	Coun- selor	Att. Tcher	Other	Miss- ing
Central Office	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0
	Memphis	4	2	1	1	2	0	1
	Total	4	2	1	1	2	0	1
Principals	Chattanooga	2	1	0	0	1	0	1
	Davidson Co.	1	1	0	0	0	0	0
	Knox Co.	3	2	1	2	2	1	0
	Memphis	7	5	2	1	5	0	0
	Total	13	9	3	3	8	1	1
Counselors	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	3	0	0	0	3	0	0
	Knox Co.	3	1	1	0	2	0	1
	Memphis	7	2	0	1	6	0	1
	Total	13	3	1	1	11	0	2
Psychologists	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	1	0	1	1	1	0	0
	Knox Co.	0	0	0	0	0	0	0
	Memphis	0	0	0	0	0	0	0
	Total	1	0	1	1	1	0	0
Social Workers	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	0	1	1	1	0	0	0
	Memphis	1	0	0	0	1	0	0
	Total	1	1	1	1	1	0	0
Totals		32	15	7	7	23	1	4
Totals by School Systems								
	Chattanooga	2	1	0	0	1	0	1
	Davidson Co.	5	1	1	1	4	0	0
	Knox Co.	6	4	3	3	4	1	1
	Memphis	19	9	3	3	14	0	2

Note. In some instances, respondents provided multiple responses.

Appendix D-13

Number of Respondents Who Believed Service Was Provided by Designated Professionals Other Than School Social Workers for the Item: The School Social Worker Assists in the Planning, Development, or Evaluation of Student Policies or Programs*

Who Provides Service									
Subgroups		N	Prin.	Asst. Psychol.	Coun- ogist	Att. selor	Tcher	Other	Miss- ing
Central Office	Chattanooga	6	4	4	0	0	0	1	0
	Davidson Co.	1	1	0	1	1	0	0	0
	Knox Co.	2	1	1	0	0	0	2	0
	Memphis	6	4	3	1	3	1	2	1
	Total	15	10	8	2	4	1	5	1
Principals	Chattanooga	10	5	2	0	1	0	3	2
	Davidson Co.	4	4	2	0	1	0	0	0
	Knox Co.	5	4	1	1	2	0	1	1
	Memphis	11	12	3	1	4	0	1	0
	Total	30	25	8	2	8	0	5	3
Counselors	Chattanooga	3	1	0	0	1	0	0	1
	Davidson Co.	9	5	3	0	4	0	1	2
	Knox Co.	6	5	2	2	3	0	1	0
	Memphis	16	6	2	1	5	1	4	4
	Total	34	17	7	3	13	1	6	7
Psychologists	Chattanooga	3	1	1	1	0	0	2	0
	Davidson Co.	5	4	2	0	0	0	0	1
	Knox Co.	2	2	2	0	1	0	0	0
	Memphis	6	4	1	1	2	0	1	0
	Total	16	11	6	2	3	0	3	1
Social Workers	Chattanooga	4	1	1	0	0	0	2	1
	Davidson Co.	5	4	1	0	0	0	1	0
	Knox Co.	2	2	2	0	0	0	0	0
	Memphis	5	2	0	1	0	0	1	2
	Total	16	9	4	1	0	0	4	3
Totals		111	72	33	10	28	2	23	15
Totals by School Systems									
	Chattanooga	26	12	8	1	2	0	8	4
	Davidson Co.	24	18	8	1	6	0	2	3
	Knox Co.	17	14	8	3	6	0	4	1
	Memphis	44	28	9	5	14	2	9	7

Note. In some instances, respondents provided multiple responses.

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix D-14

Number of Respondents Who Believed Service Was Provided by Designated
Professionals Other Than School Social Workers for the Item:
The School Social Worker Plans and Conducts
Social Work Related Inservice Training

		Who Provides Service						
Subgroups		N	Prin.	Asst. Psychol- Prin. ogist	Coun- selor	Att. Tcher	Other	Miss- ing
Central Office	Chattanooga	1	0	0	0	0	1	0
	Davidson Co.	1	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0
	Memphis	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>
	Total	3	0	0	0	0	2	0
Principals	Chattanooga	4	0	0	0	0	3	1
	Davidson Co.	1	0	0	0	0	1	0
	Knox Co.	5	2	0	3	2	1	2
	Memphis	<u>8</u>	<u>3</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>4</u>	<u>0</u>
	Total	18	5	1	4	5	9	3
Counselors	Chattanooga	2	1	0	0	0	0	1
	Davidson Co.	7	1	1	0	0	3	2
	Knox Co.	3	0	0	0	0	0	3
	Memphis	<u>9</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>5</u>	<u>1</u>
	Total	21	2	1	1	2	8	7
Psychologists	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	1	0	0	0	0	0	1
	Memphis	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>
	Total	2	0	0	0	0	1	1
Social Workers	Chattanooga	4	0	0	0	0	3	1
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0
	Memphis	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
	Total	5	0	0	1	0	3	1
Totals		<u>49</u>	<u>7</u>	<u>2</u>	<u>6</u>	<u>7</u>	<u>0</u>	<u>12</u>
Totals by School Systems								
	Chattanooga	11	1	0	0	0	7	3
	Davidson Co.	9	1	1	0	0	4	2
	Knox Co.	9	2	0	3	2	1	6
	Memphis	20	3	1	3	5	11	1

Note. In some instances, respondents provided multiple responses.

Appendix D-15

Number of Respondents Who Believed Service Was Provided by Designated Professionals Other Than School Social Workers for the Item: The School Social Worker Develops and/or Coordinates Preventive Programs at the Systemwide or School Level*

Who Provides Service									
Subgroups		N	Prin.	Asst. Psychol.	Coun- selor	Att. Tcher	Other	Miss- ing	
Central Office	Chattanooga	2	0	0	0	1	0	1	0
	Davidson Co.	1	1	0	0	0	0	1	0
	Knox Co.	1	0	0	0	0	0	1	0
	Memphis	2	0	0	0	1	0	1	0
	Total	6	1	0	0	2	0	4	0
Principals	Chattanooga	8	2	0	0	1	0	2	3
	Davidson Co.	5	1	0	0	2	1	3	0
	Knox Co.	3	1	0	1	0	0	1	2
	Memphis	5	1	1	1	4	0	2	1
	Total	21	5	1	2	7	1	8	6
Counselors	Chattanooga	3	1	1	0	0	0	0	1
	Davidson Co.	7	1	1	0	4	0	2	0
	Knox Co.	5	1	0	0	3	0	0	2
	Memphis	10	0	0	0	6	0	4	2
	Total	25	3	2	0	13	0	6	5
Psychologists	Chattanooga	3	1	0	0	1	0	1	1
	Davidson Co.	3	0	0	0	0	0	3	0
	Knox Co.	2	2	2	1	2	0	0	0
	Memphis	4	0	0	2	0	0	2	0
	Total	12	3	2	3	3	0	6	1
Social Workers	Chattanooga	3	1	0	0	0	0	1	1
	Davidson Co.	3	0	0	0	0	0	2	1
	Knox Co.	0	0	0	0	0	0	0	0
	Memphis	0	0	0	0	0	0	0	0
	Total	6	1	0	0	0	0	3	2
Totals		70	13	5	5	25	1	27	14
Totals by School Systems									
	Chattanooga	19	5	1	0	3	0	5	6
	Davidson Co.	19	3	1	0	6	1	11	1
	Knox Co.	11	4	2	2	5	0	2	4
	Memphis	21	1	1	3	11	0	9	3

Note. In some instances, respondents provided multiple responses

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix D-16

Number of Respondents Who Believed Service Was Provided by Designated
Professionals Other Than School Social Workers for the item
The School Social Worker Assists in the Training
of Beginning School Social Workers

Who Provides Service									
Subgroups		N	Prin.	Asst. Psychol.	Coun- selor	Att. Tcher	Other	Miss- ing	
Central Office	Chattanooga	1	0	0	0	0	1	0	
	Davidson Co.	0	0	0	0	0	0	0	
	Knox Co.	0	0	0	0	0	0	0	
	Memphis	2	0	0	0	0	2	0	
	Total	3	0	0	0	0	3	0	
Principals	Chattanooga	3	0	0	0	0	2	1	
	Davidson Co.	2	0	0	0	0	2	0	
	Knox Co.	5	0	0	0	1	0	4	
	Memphis	6	0	0	0	0	3	3	
	Total	16	0	0	0	1	7	8	
Counselors	Chattanooga	2	0	0	0	0	1	1	
	Davidson Co.	4	0	0	0	0	3	1	
	Knox Co.	1	0	0	0	0	0	1	
	Memphis	5	0	0	0	0	5	0	
	Total	12	0	0	0	0	9	3	
Psychologists	Chattanooga	0	0	0	0	0	0	0	
	Davidson Co.	1	0	0	0	0	1	0	
	Knox Co.	1	0	0	0	0	1	0	
	Memphis	0	0	0	0	0	0	0	
	Total	2	0	0	0	0	2	0	
Social Workers	Chattanooga	4	0	0	0	0	3	0	
	Davidson Co.	4	0	0	0	0	2	1	
	Knox Co.	0	0	0	0	0	0	0	
	Memphis	1	0	0	0	0	1	0	
	Total	9	0	0	0	0	6	1	
Totals		42	0	0	0	1	27	12	
Totals by School Systems									
	Chattanooga	10	0	0	0	0	7	2	
	Davidson Co.	11	0	0	0	0	8	2	
	Knox Co.	7	0	0	0	1	1	5	
	Memphis	14	0	0	0	0	11	3	

Note. In some instances, respondents provided multiple responses.

Appendix D-17

Number of Respondents Who Believed Service Was Provided by Designated
Professionals Other Than School Social Workers for the Item:
The School Social Worker Develops Curricula for Classrooms
Aimed at Preventing Student Problems*

Who Provides Service									
Subgroups		N	Asst. Psychol-Coun- Prin. Prin. ogist selor				Att. Tcher	Other	Miss- ing
Central Office	Chattanooga	5	3	1	1	0	0	1	0
	Davidson Co.	3	0	0	0	0	0	2	1
	Knox Co.	1	0	0	0	0	0	1	0
	Memphis	4	1	0	1	1	0	2	2
	Total	15	4	1	2	1	0	6	3
Principals	Chattanooga	11	3	0	0	3	0	2	4
	Davidson Co.	5	1	1	0	1	0	3	1
	Knox Co.	5	2	3	2	2	1	1	2
	Memphis	11	3	1	1	3	0	5	2
	Total	32	9	5	3	9	1	11	9
Counselors	Chattanooga	4	1	0	0	2	0	1	1
	Davidson Co.	9	5	2	1	2	0	2	1
	Knox Co.	6	2	1	1	3	0	0	2
	Memphis	14	1	0	0	5	0	7	4
	Total	35	9	3	2	12	0	10	8
Psychologists	Chattanooga	3	1	1	0	2	0	2	0
	Davidson Co.	7	2	0	1	0	0	5	1
	Knox Co.	2	0	0	0	1	0	1	0
	Memphis	7	0	0	4	2	0	2	1
	Total	19	3	1	5	5	0	10	2
Social Workers	Chattanooga	6	0	1	1	0	0	3	1
	Davidson Co.	6	0	0	0	0	0	4	2
	Knox Co.	3	0	0	1	1	0	1	0
	Memphis	3	0	0	0	1	0	3	0
	Total	18	0	1	2	2	0	11	3
Totals		119	25	11	14	29	1	48	25
Totals by School Systems									
	Chattanooga	29	8	3	2	7	0	9	6
	Davidson Co.	30	8	3	2	3	0	16	6
	Knox Co.	17	4	4	4	7	1	4	4
	Memphis	43	5	1	6	12	0	19	9

Note. In some instances, respondents provided multiple responses.

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix D-18

Number of Respondents Who Believed Service Was Provided by Designated
Professionals Other Than School Social Workers for the Item:
The School Social Worker Serves on Planning Committees
or Boards of Community Agencies

Who Provides Service									
Subgroups		N	Prin.	Asst. Psychol.	Coun- ogist	Att. selor	Tcher Other	Miss- ing	
Central Office	Chattanooga	0	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0	0
	Memphis	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0
Principals	Chattanooga	3	0	0	0	0	0	2	1
	Davidson Co.	0	0	0	0	0	0	0	0
	Knox Co.	5	1	1	1	1	1	2	3
	Memphis	4	0	0	0	0	0	2	2
	Total	12	1	1	1	1	1	6	6
Counselors	Chattanooga	1	0	0	0	0	0	1	0
	Davidson Co.	4	0	0	0	0	0	1	3
	Knox Co.	5	1	0	1	0	0	0	3
	Memphis	4	0	0	0	0	0	2	2
	Total	14	1	0	1	0	0	4	8
Psychologists	Chattanooga	0	0	0	0	0	0	0	0
	Davidson Co.	2	0	0	0	0	0	2	0
	Knox Co.	2	1	1	0	0	0	0	1
	Memphis	2	0	0	0	0	0	2	0
	Total	6	1	1	0	0	0	4	1
Social Workers	Chattanooga	2	0	0	0	0	0	2	0
	Davidson Co.	0	0	0	0	0	0	0	0
	Knox Co.	1	0	0	0	0	0	1	0
	Memphis	1	0	0	0	0	0	1	0
	Total	4	0	0	0	0	0	4	0
Totals		36	3	2	2	1	1	18	15
Totals by School Systems									
	Chattanooga	6	0	0	0	0	0	5	1
	Davidson Co.	6	0	0	0	0	0	3	3
	Knox Co.	13	3	2	2	1	1	3	7
	Memphis	11	0	0	0	0	0	7	4

Note. In some instances, respondents provided multiple responses.

Appendix D-19

Number of Respondents Who Believed Service Was Provided by Designated
Professionals Other Than School Social Workers for the Item:
The School Social Worker Supervises Field
Training of Student Social Workers*

Who Provides Service								
Subgroups		N	Prin.	Asst. Psychol- Prin. ogist	Coun- selor	Att. Tcher	Other	Miss- ing
Central Office	Chattanooga	1	0	0	0	0	1	0
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0
	Memphis	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>
	Total	3	0	0	0	0	3	0
Principals	Chattanooga	5	0	0	0	0	4	1
	Davidson Co.	3	0	0	0	0	3	0
	Knox Co.	5	0	0	0	0	1	4
	Memphis	<u>5</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>2</u>
	Total	18	0	0	0	0	11	7
Counselors	Chattanooga	2	0	0	0	0	1	1
	Davidson Co.	4	0	0	0	0	3	1
	Knox Co.	3	0	0	0	0	0	3
	Memphis	<u>6</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>4</u>	<u>2</u>
	Total	15	0	0	1	0	8	7
Psychologists	Chattanooga	2	0	0	0	0	2	0
	Davidson Co.	1	0	0	0	0	1	0
	Knox Co.	1	0	0	0	0	1	0
	Memphis	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	Total	4	0	0	0	0	4	0
Social Workers	Chattanooga	2	0	0	0	0	1	1
	Davidson Co.	3	0	0	0	0	1	2
	Knox Co.	0	0	0	0	0	0	0
	Memphis	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	Total	5	0	0	0	0	2	3
Totals		45	0	0	1	0	28	17
Totals by School Systems								
	Chattanooga	12	0	0	0	0	9	3
	Davidson Co.	11	0	0	0	0	8	3
	Knox Co.	9	0	0	0	0	2	7
	Memphis	13	0	0	1	0	9	4

Note. In some instances, respondents provided multiple responses.

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix D-20

Number of Respondents Who Believed Service Was Provided by Designated
Professionals Other Than School Social Workers for the Item:
The School Social Worker Documents Activities
and Services Provided

		Who Provides Service						
Subgroups		N	Prin.	Asst. Psychol.	Coun- selor	Att. Tcher	Other	Miss- ing
Central Office	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0
	Memphis	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0
Principals	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	2	0	0	0	0	0	2
	Memphis	3	0	0	0	0	2	1
	Total	5	0	0	0	0	2	3
Counselors	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	2	0	0	0	0	0	2
	Memphis	0	0	0	0	0	0	0
	Total	2	0	0	0	0	0	2
Psychologists	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0
	Memphis	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0
Social Workers	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0
	Memphis	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0
Totals		7	0	0	0	0	2	5
Totals by School Systems								
	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	0	0	0	0	0	0	0
	Knox Co.	4	0	0	0	0	0	4
	Memphis	3	0	0	0	0	2	1

Note. In some instances, respondents provided multiple responses.

Appendix D-21

Number of Respondents Who Believed Service Was Provided by Designated Professionals Other Than School Social Workers for the Item: The School Social Worker Works With Administrators to Examine Symptoms or Seek Causes of Problems Students Have, e.g., Teenage Pregnancy, Drugs, Child Abuse, etc.

		Who Provides Service						
Subgroups	N	Prin.	Asst. Psychol.	Coun- ogist	Att. selor	Tcher	Other	Miss- ing
Central Office	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	1	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0
	Memphis	1	0	0	0	1	0	0
	Total	2	0	0	0	1	0	0
Principals	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	1	0	0	1	0	0	0
	Knox Co.	3	2	1	2	2	1	0
	Memphis	7	1	1	2	0	2	0
	Total	11	3	2	4	2	3	0
Counselors	Chattanooga	1	0	0	0	1	0	0
	Davidson Co.	3	0	0	0	3	0	0
	Knox Co.	4	1	1	2	2	0	1
	Memphis	5	0	0	0	5	0	0
	Total	13	1	1	2	11	0	1
Psychologists	Chattanooga	1	0	0	0	0	0	0
	Davidson Co.	2	1	0	1	0	0	0
	Knox Co.	0	0	0	0	0	0	0
	Memphis	1	0	0	1	0	0	0
	Total	4	1	0	2	0	0	0
Social Workers	Chattanooga	0	0	0	0	0	0	0
	Davidson Co.	3	0	0	0	0	3	0
	Knox Co.	0	0	0	0	0	0	0
	Memphis	0	0	0	0	0	0	0
	Total	3	0	0	0	0	3	0
Totals		33	5	3	8	21	2	1
Totals by School Systems								
	Chattanooga	2	0	0	0	1	0	0
	Davidson Co.	10	1	0	1	4	0	0
	Knox Co.	7	3	2	4	4	2	1
	Memphis	14	1	1	3	12	0	0

Note. In some instances, respondents provided multiple responses.

Appendix D-22

Number of Respondents Who Believed Service Was Provided by Designated
Professionals Other Than School Social Workers for the Item:
The School Social Worker Coordinates Services
for Multiple-Handicapped Children*

Who Provides Service									
Subgroups		N	Prin.	Asst. Psychol.	Coun- ogist	Att. selor	Tcher Other	Miss- ing	
Central Office	Chattanooga	2	0	0	0	0	0	2	0
	Davidson Co.	0	0	0	0	0	0	0	0
	Knox Co.	2	0	0	0	0	0	2	0
	Memphis	4	2	2	0	4	0	1	0
	Total	8	2	2	0	4	0	5	0
Principals	Chattanooga	5	0	0	1	0	0	2	2
	Davidson Co.	4	0	0	0	0	0	3	1
	Knox Co.	5	2	0	3	3	0	2	1
	Memphis	9	3	0	1	3	0	5	2
	Total	23	5	0	5	6	0	12	6
Counselors	Chattanooga	2	0	0	0	0	0	1	0
	Davidson Co.	6	1	0	2	2	0	3	1
	Knox Co.	6	2	0	4	1	0	1	2
	Memphis	8	0	0	1	2	0	5	0
	Total	22	3	0	7	5	0	10	3
Psychologists	Chattanooga	3	0	0	0	0	0	3	0
	Davidson Co.	6	2	1	1	1	0	4	1
	Knox Co.	2	1	1	2	0	0	0	0
	Memphis	6	0	0	2	1	0	3	0
	Total	17	3	2	5	2	0	10	1
Social Workers	Chattanooga	3	0	0	0	0	0	2	1
	Davidson Co.	2	0	0	0	0	0	2	0
	Knox Co.	2	1	0	2	1	0	0	0
	Memphis	1	0	0	0	0	0	1	0
	Total	8	1	0	2	1	0	5	1
Totals		78	14	4	19	18	0	42	11
Totals by School Systems									
	Chattanooga	15	0	0	1	0	0	10	3
	Davidson Co.	18	3	1	3	3	0	12	3
	Knox Co.	17	4	1	11	5	0	5	3
	Memphis	28	5	2	4	10	0	15	2

Note. In some instances, respondents provided multiple responses.

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix D-23

Number of Respondents Who Believed Service Was Provided by Designated Professionals Other Than School Social Workers for the Item:
The School Social Worker Identifies School Barriers Which
Hinder Pupil Attendance or Develops Plans to*
Overcome Them*

		Who Provides Service							
Subgroups		N	Prin.	Asst. Psychol.	Coun- ogist	Att. selor	Tcher	Other	Miss- ing
Central Office	Chattanooga	1	0	2	0	0	0	0	0
	Davidson Co.	1	0	0	0	1	0	1	0
	Knox Co.	0	0	0	0	0	0	0	0
	Memphis	2	0	0	0	1	1	0	0
	Total	4	0	2	0	2	1	1	0
Principals	Chattanooga	4	2	0	0	0	0	0	2
	Davidson Co.	3	2	0	0	1	1	0	0
	Knox Co.	4	2	1	1	2	1	1	0
	Memphis	12	7	4	2	7	2	2	1
	Total	23	13	7	3	10	4	3	3
Counselors	Chattanooga	2	0	0	0	0	0	0	0
	Davidson Co.	8	1	3	0	4	5	1	1
	Knox Co.	6	2	2	3	3	2	1	2
	Memphis	12	3	1	1	4	0	5	3
	Total	28	6	6	4	11	7	7	6
Psychologists	Chattanooga	1	0	0	0	0	0	1	0
	Davidson Co.	5	1	1	0	1	3	2	0
	Knox Co.	1	0	1	0	1	0	0	0
	Memphis	2	0	0	0	0	0	2	0
	Total	9	1	2	0	2	3	5	0
Social Workers	Chattanooga	1	0	0	1	0	0	0	0
	Davidson Co.	4	0	0	0	0	3	1	0
	Knox Co.	0	0	0	0	0	0	0	0
	Memphis	1	0	0	0	0	0	1	0
	Total	6	0	0	1	0	3	2	0
Totals		70	20	17	8	25	18	18	9
Totals by School Systems									
	Chattanooga	9	2	2	1	0	0	1	2
	Davidson Co.	21	4	4	0	7	12	5	1
	Knox Co.	11	4	4	4	6	3	2	2
	Memphis	29	10	7	3	12	3	10	4

Note. In some instances, respondents provided multiple responses.

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix D-24

Number of Respondents Who Believed Service Was Provided by Designated
Professionals Other Than School Social Workers for the Item:
The School Social Worker Plans With Civic Groups
for Positive Growth Experiences of Students*

		Who Provides Service						
Subgroups		N	Prin.	Asst.	Psychol- ogist	Coun- selor	Att. Other Tcher	Miss- ing
Central Office	Chattanooga	2	0	0	0	1	0	1
	Davidson Co.	1	0	0	0	0	0	0
	Knox Co.	2	0	0	0	0	0	1
	Memphis	2	1	1	0	1	0	0
	Total	7	1	1	0	2	0	3
Principals	Chattanooga	5	2	0	0	1	0	2
	Davidson Co.	2	0	0	0	0	0	2
	Knox Co.	5	1	1	1	1	1	3
	Memphis	8	4	2	1	4	1	2
	Total	20	7	3	2	8	2	8
Counselors	Chattanooga	2	0	0	0	0	0	0
	Davidson Co.	7	1	1	0	1	0	3
	Knox Co.	5	0	0	0	0	0	0
	Memphis	9	1	1	0	4	0	4
	Total	23	2	2	0	7	0	7
Psychologists	Chattanooga	2	1	1	0	0	0	1
	Davidson Co.	6	0	0	1	0	0	4
	Knox Co.	2	1	0	0	0	0	0
	Memphis	5	3	1	1	2	1	2
	Total	15	5	2	2	2	1	7
Social Workers	Chattanooga	4	0	0	0	0	0	2
	Davidson Co.	7	4	1	0	0	0	2
	Knox Co.	0	0	0	0	0	0	0
	Memphis	3	0	0	1	2	0	1
	Total	14	4	1	1	2	0	5
Totals		79	19	9	5	21	3	30
Totals by School Systems								
	Chattanooga	15	3	1	0	2	0	6
	Davidson Co.	23	5	2	1	1	0	11
	Knox Co.	14	2	1	1	1	1	4
	Memphis	27	9	5	3	17	2	9

*In some instances, respondents provided multiple responses

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix D-25

Number of Respondents Who Believed Service Was Provided by Designated Professionals Other Than School Social Workers for the Item: The School Social Worker Secures Resources From Civic Groups to Provide Positive Growth Experiences for Students*

Who Provides Service									
Subgroups		N	Prin.	Asst. Psychol.	Coun- ogist	Att. selor	Tcher	Other	Miss- ing
Central Office	Chattanooga	1	0	0	0	1	0	0	0
	Davidson Co.	1	1	0	0	0	0	0	0
	Knox Co.	1	0	0	0	0	0	1	0
	Memphis	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
	Total	4	1	0	0	2	0	1	0
Principals	Chattanooga	6	3	0	0	1	0	2	2
	Davidson Co.	4	0	0	0	0	1	3	1
	Knox Co.	4	1	1	0	1	0	2	1
	Memphis	<u>10</u>	<u>4</u>	<u>1</u>	<u>1</u>	<u>8</u>	<u>1</u>	<u>2</u>	<u>1</u>
	Total	24	8	2	1	10	2	9	5
Counselors	Chattanooga	2	0	0	0	0	0	1	0
	Davidson Co.	6	0	1	0	1	0	1	3
	Knox Co.	4	0	0	0	0	0	0	4
	Memphis	<u>10</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>3</u>	<u>2</u>
	Total	22	2	2	0	6	0	5	9
Psychologists	Chattanooga	3	0	1	0	0	0	3	0
	Davidson Co.	4	0	0	1	0	0	2	1
	Knox Co.	2	1	0	0	0	0	1	0
	Memphis	<u>3</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
	Total	12	3	1	1	1	0	6	1
Social Workers	Chattanooga	1	0	0	0	0	0	1	0
	Davidson Co.	7	3	1	0	0	0	3	1
	Knox Co.	0	0	0	0	0	0	0	0
	Memphis	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
	Total	10	3	1	0	1	0	4	2
Totals		<u>72</u>	<u>17</u>	<u>6</u>	<u>2</u>	<u>20</u>	<u>2</u>	<u>25</u>	<u>17</u>
Totals by School Systems									
	Chattanooga	13	3	1	0	2	0	7	2
	Davidson Co.	22	4	2	1	1	1	9	6
	Knox Co.	11	2	1	0	1	0	4	5
	Memphis	26	8	2	1	16	1	5	4

Note In some instances, respondents provided multiple responses.

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix D-26

Number of Respondents Who Believed Service Was Provided by Designated Professionals Other Than School Social Workers for the Item: The School Social Worker Participates in the Planning or Development of Needed Community Services Indirectly Related to School, e.g., Habitat for Humanity, Chattanooga Venture, Support Groups for Families With Specific Problems*

		Who Provides Service							
Subgroups		N	Asst. Prin.	Psychol.	Coun- ogist	Att. selor	Tcher	Other	Miss- ing
Central Office	Chattanooga	2	0	0	0	0	0	2	0
	Davidson Co.	0	0	0	0	0	0	0	0
	Knox Co.	0	0	0	0	0	0	0	0
	Memphis	1	0	0	0	0	0	1	0
	Total	3	0	0	0	0	0	3	0
Principals	Chattanooga	3	1	0	0	1	0	2	1
	Davidson Co.	0	0	0	0	0	0	0	0
	Knox Co.	5	1	1	1	1	1	2	3
	Memphis	9	2	0	1	2	0	2	4
	Total	17	4	1	2	4	1	6	8
Counselors	Chattanooga	1	0	0	0	0	0	0	0
	Davidson Co.	4	0	0	0	1	0	1	2
	Knox Co.	6	0	0	0	1	0	0	4
	Memphis	6	0	0	0	1	0	4	1
	Total	17	0	0	0	3	0	5	7
Psychologists	Chattanooga	0	0	0	0	0	0	0	0
	Davidson Co.	4	0	0	0	0	0	3	1
	Knox Co.	2	0	0	0	0	0	1	1
	Memphis	3	0	0	0	0	0	2	1
	Total	9	0	0	0	0	0	6	3
Social Workers	Chattanooga	4	0	0	0	0	0	1	2
	Davidson Co.	5	0	0	0	0	0	4	1
	Knox Co.	1	0	0	0	0	0	0	1
	Memphis	1	0	0	0	0	0	1	0
	Total	11	0	0	0	0	0	6	4
Totals		57	4	1	2	7	1	26	22
Totals by School Systems									
	Chattanooga	10	1	0	0	1	0	5	3
	Davidson Co.	13	0	0	0	1	0	8	4
	Knox Co.	14	1	1	1	2	1	3	9
	Memphis	20	2	0	1	3	0	10	6

Note. In some instances, respondents provided multiple responses.

*This item lacks the 50 percent support needed to be perceived as "provided."

APPENDIX E

**RESPONSES OF SUBGROUPS AND SCHOOL SYSTEMS
TO EFFECTIVENESS OF SERVICES PROVIDED
BY SCHOOL SOCIAL WORKERS**

Appendix E-1

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Develops a Social Work Plan for
Individual Students

		Effectiveness of Service Provided							Mean
Subgroups		Very Inef- fec- tive	Some- Inef- fective	Undecided Tend to- ward Inef- fective	Undecided Tend to- ward Ef- fective	Some- what Ef- fective	Very Effec- tive	Miss- ing	
Central Office	Chattanooga	0	1	1	1	2	2	1	4.9
	Davidson Co.	0	0	0	1	1	2	0	
	Knox County	0	0	0	1	1	0	0	
	Memphis	0	0	0	0	2	3	0	
	Total	0	1	1	3	6	7	1	
Princi- pals	Chattanooga	0	0	0	0	4	2	1	4.8
	Davidson Co.	0	0	0	0	2	3	1	
	Knox County	1	0	1	0	1	1	0	
	Memphis	0	1	0	1	5	0	1	
	Total	1	1	1	1	12	6	3	
Coun- selors	Chattanooga	0	1	0	0	1	2	0	4.6
	Davidson Co.	0	0	1	1	3	2	0	
	Knox County	0	0	0	1	1	0	0	
	Memphis	0	1	1	2	4	1	0	
	Total	0	2	2	4	9	5	0	
Psy- cho- logists	Chattanooga	0	0	0	0	2	0	0	4.8
	Davidson Co.	0	0	1	0	4	2	0	
	Knox County	0	0	0	0	0	0	0	
	Memphis	0	1	1	0	4	1	0	
	Total	0	1	2	0	10	3	0	
Social Workers	Chattanooga	0	0	0	0	2	5	1	5.6
	Davidson Co.	0	0	0	0	3	5	0	
	Knox County	0	0	0	0	1	3	0	
	Memphis	0	0	0	1	2	2	0	
	Total	0	0	0	1	8	15	1	
Totals		1	5	6	9	45	36	5	5.0
Totals by School Systems									
	Chattanooga	0	2	1	1	11	11	3	5.0
	Davidson Co.	0	0	2	2	13	14	1	5.3
	Knox County	1	0	1	2	4	4	0	4.7
	Memphis	0	3	2	4	17	7	1	4.7

Appendix E-2

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Serves as a Student or Family Advocate
to Schools and Community Agencies

		Effectiveness of Service Provided								
Subgroups		Very Inef- fec- tive	Some- what Inef- fective	Undecided Tend to- ward Inef- fective	Undecided Tend to- ward Ef- fective	Some- what Ef- fective	Very Effec- tive	Miss- ing	Mean	
Central Office	Chattanooga	1	0	1	0	2	3	1		
	Davidson Co.	0	0	0	1	2	1	0		
	Knox County	0	0	0	0	2	0	0		
	Memphis	0	0	0	2	3	3	0		
	Total	1	0	1	3	9	7	1	4.9	
Princi- pals	Chattanooga	0	0	0	1	3	7	1		
	Davidson Co.	0	0	0	0	1	4	1		
	Knox County	0	1	1	0	1	1	0		
	Memphis	0	1	1	1	5	2	1		
	Total	0	2	2	2	10	14	3	5.1	
Coun- selors	Chattanooga	0	1	0	0	0	2	0		
	Davidson Co.	0	0	0	1	4	2	1		
	Knox County	0	1	0	0	2	0	1		
	Memphis	0	2	1	3	3	3	3		
	Total	0	4	1	4	9	7	5	4.6	
Psy- cholo- gists	Chattanooga	0	0	1	0	2	0	0		
	Davidson Co.	0	0	2	2	0	3	0		
	Knox County	0	0	0	0	1	0	1		
	Memphis	0	1	0	2	2	2	0		
	Total	0	1	3	4	5	5	1	4.6	
Social Workers	Chattanooga	0	0	0	0	3	5	1		
	Davidson Co.	0	0	0	0	5	3	0		
	Knox County	0	0	0	0	0	4	0		
	Memphis	0	0	0	0	3	1	0		
	Total	0	0	0	0	11	13	1	5.5	
Totals		1	7	7	13	44	46	11	4.9	
Totals by School Systems										
	Chattanooga	1	1	2	1	10	17	3	5.2	
	Davidson Co.	0	0	2	4	12	13	2	5.2	
	Knox County	0	2	1	0	6	5	2	4.8	
	Memphis	0	4	2	8	16	11	4	4.7	

Appendix E-3

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Counsels With Groups of Students*

		Effectiveness of Service Provided							
Subgroups		Very Inef- fec- tive	Some- what Inef- fective	Undecided Tend to- ward Inef- fective	Undecided Tend to- ward Ef- fective	Some- what Ef- fective	Very Effec- tive	Miss- ing	Mean
Central Office	Chattanooga	0	0	0	0	1	1	0	
	Davidson Co.	0	0	0	0	3	0	0	
	Knox County	0	0	0	0	1	0	0	
	Memphis	0	0	0	2	0	3	0	
	Total	0	0	0	2	5	4	0	5.2
Princi- pals	Chattanooga	0	0	0	1	1	2	0	
	Davidson Co.	0	0	0	0	1	0	1	
	Knox County	0	0	0	0	1	1	0	
	Memphis	0	0	0	1	3	2	2	
	Total	0	0	0	2	6	5	3	5.2
Coun- selors	Chattanooga	0	0	0	1	0	0	0	
	Davidson Co.	0	0	0	0	1	0	0	
	Knox County	0	1	0	0	0	0	0	
	Memphis	1	0	1	1	2	2	0	
	Total	1	1	1	2	3	2	0	4.1
Psy- cholo- gists	Chattanooga	0	0	0	0	0	0	0	
	Davidson Co.	0	0	1	1	3	1	0	
	Knox County	0	0	0	0	0	0	0	
	Memphis	0	1	0	0	4	2	0	
	Total	0	1	1	1	7	3	0	4.8
Social Workers	Chattanooga	0	0	0	0	5	1	0	
	Davidson Co.	0	0	0	0	4	4	0	
	Knox County	0	0	0	0	0	4	0	
	Memphis	0	0	0	0	2	3	0	
	Total	0	0	0	0	11	12	0	5.5
Totals		1	2	2	7	32	26	3	5.1
Totals by School Systems									
Chattanooga		0	0	0	2	7	4	0	5.2
Davidson Co.		0	0	1	1	12	5	1	5.1
Knox County		0	1	0	0	2	5	0	5.3
Memphis		1	1	1	4	11	12	2	5.0

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix E-4

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Uses Social History and/or Adaptive Behavior
Appraisal to Assess Students' Social Problems

		Effectiveness of Service Provided							
Subgroups		Very Inef- fec- tive	Some- what Inef- fective	Undecided Tend to- ward Inef- fective	Undecided Tend to- ward Ef- fective	Some- what Ef- fective	Very Effec- tive	Miss- ing	Mean
Central Office	Chattanooga	1	0	0	0	2	4	1	
	Davidson Co.	0	0	1	0	1	2	0	
	Knox County	0	0	0	0	2	0	0	
	Memphis	0	0	0	0	3	4	0	
	Total	1	0	1	0	8	10	1	5.2
Princi- pals	Chattanooga	0	0	0	1	3	6	1	
	Davidson Co.	0	0	0	0	2	3	1	
	Knox County	0	1	0	0	1	1	0	
	Memphis	1	0	0	0	5	2	1	
	Total	1	1	0	1	11	12	3	5.2
Coun- selors	Chattanooga	0	0	0	1	1	1	0	
	Davidson Co.	0	0	0	3	1	2	1	
	Knox County	0	0	0	1	1	0	0	
	Memphis	1	1	1	2	6	4	0	
	Total	1	1	1	7	9	7	1	4.7
Psy- cholo- gists	Chattanooga	0	0	1	0	2	0	0	
	Davidson Co.	0	0	2	0	2	2	0	
	Knox County	0	0	0	0	0	0	0	
	Memphis	0	1	0	0	1	6	0	
	Total	0	1	3	0	5	8	0	4.9
Social Workers	Chattanooga	0	0	0	2	1	4	0	
	Davidson Co.	0	0	0	0	4	4	0	
	Knox County	0	0	0	0	0	4	0	
	Memphis	0	0	0	0	2	3	0	
	Total	0	0	0	2	7	15	0	5.5
Totals		3	3	5	10	40	52	5	5.1
Totals by School Systems									
	Chattanooga	1	0	1	4	9	15	2	5.2
	Davidson Co.	0	0	3	3	10	13	2	5.1
	Knox County	0	1	0	1	4	5	0	5.1
	Memphis	2	2	1	2	17	19	1	5.0

Appendix E-5

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Participates in Multidisciplinary
Team (M-Team) Meetings for Special Education Students

		Effectiveness of Service Provided							
Subgroups		Very Inef- fec- tive	Some- what Inef- fective	Undecided Tend to- ward Inef- fective	Undecided Tend to- ward Ef- fective	Some- what Ef- fective	Very Effec- tive	Miss- ing	Mean
Central Office	Chattanooga	1	0	0	0	0	6	1	
	Davidson Co.	0	0	0	0	3	1	0	
	Knox County	0	0	1	0	0	1	0	
	Memphis	0	0	0	2	2	1	0	
	Total	1	0	1	2	5	9	1	5.1
Princi- pals	Chattanooga	0	0	0	0	1	7	0	
	Davidson Co.	0	0	0	0	2	3	1	
	Knox County	1	2	0	0	1	1	0	
	Memphis	1	0	0	0	2	2	1	
	Total	2	2	0	0	6	13	2	5.0
Coun- selors	Chattanooga	0	0	0	1	1	1	0	
	Davidson Co.	0	0	0	0	0	1	1	
	Knox County	0	0	0	1	1	0	0	
	Memphis	1	0	0	1	2	3	1	
	Total	1	0	0	3	4	5	2	4.8
Psy- cholo- gists	Chattanooga	0	0	0	0	2	0	0	
	Davidson Co.	0	0	0	3	1	0	0	
	Knox County	0	0	0	1	0	0	0	
	Memphis	0	0	0	0	3	0	0	
	Total	0	0	0	4	6	0	0	4.6
Social Workers	Chattanooga	0	2	0	0	4	3	0	
	Davidson Co.	0	0	0	1	6	1	0	
	Knox County	0	0	0	0	1	3	0	
	Memphis	0	1	0	0	0	1	0	
	Total	0	3	0	1	11	8	0	4.9
Totals		4	5	1	10	32	35	5	4.9
Totals by School Systems									
	Chattanooga	1	2	0	1	8	17	1	5.2
	Davidson Co.	0	0	0	4	12	6	2	5.1
	Knox County	1	2	1	2	3	5	0	4.4
	Memphis	2	1	0	3	9	7	2	4.7

Appendix E-6

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Provides Social Work Service to Families,
e.g., Home Visits, Family Counseling, Child Development

		Effectiveness of Service Provided								
Subgroups		Very Inef- fec- tive	Some- Inef- fective	Undecided Tend to- ward Inef- fective	Undecided Tend to- ward Ef- fective	Some- what Ef- fective	Very Effec- tive	Miss- ing	Mean	
Central Office	Chattanooga	1	0	0	0	2	4	1		
	Davidson Co.	0	0	0	1	1	2	0		
	Knox County	0	0	0	1	0	1	0		
	Memphis	0	0	0	1	3	3	0		
	Total	1	0	0	3	6	10	1	5.2	
Princi- pals	Chattanooga	0	0	0	0	4	7	1		
	Davidson Co.	0	0	0	0	2	3	1		
	Knox County	1	2	0	0	0	2	0		
	Memphis	1	0	0	2	5	1	2		
	Total	2	2	0	2	11	13	4	4.9	
Coun- selors	Chattanooga	0	0	0	0	0	4	0		
	Davidson Co.	0	0	0	1	3	5	0		
	Knox County	0	1	0	1	2	0	1		
	Memphis	1	0	1	2	7	4	2		
	Total	1	1	1	4	12	13	3	5.0	
Psy- cholo- gists	Chattanooga	0	0	1	1	1	0	0		
	Davidson Co.	0	0	2	0	3	2	0		
	Knox County	0	0	0	0	1	0	1		
	Memphis	0	1	0	1	2	4	0		
	Total	0	1	3	2	7	6	1	4.7	
Social Workers	Chattanooga	0	0	0	0	1	8	0		
	Davidson Co.	0	0	0	0	4	4	0		
	Knox County	0	0	0	0	0	4	0		
	Memphis	0	0	0	0	3	2	0		
	Total	0	0	0	0	8	18	0	5.7	
Totals		4	4	4	11	44	60	9	5.1	
Totals by School Systems										
	Chattanooga	1	0	1	1	8	23	2	5.5	
	Davidson Co.	0	0	2	2	13	16	1	5.3	
	Knox County	1	3	0	2	3	7	2	4.5	
	Memphis	2	1	1	6	20	14	4	4.9	

Appendix E-7

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Petitions Juvenile Court Against Students With
Poor Attendance or Their Parents After Trying Other Interventions*

		Effectiveness of Service Provided								
Subgroups		Very Inef- fec- tive	Some- Inef- fective	Undecided Tend to- ward Inef- fective	Undecided Tend to- ward Ef- fective	Some- what Ef- fective	Very Effec- tive	Miss- ing	Mean	
Central Office	Chattanooga	1	0	0	0	2	3	2		
	Davidson Co.	0	0	0	0	0	0	0		
	Knox County	0	0	1	0	1	0	0		
	Memphis	0	0	0	0	1	0	0		
	Total	1	0	1	0	4	3	2	4.7	
Princi- pals	Chattanooga	0	0	0	1	3	6	0		
	Davidson Co.	0	0	0	0	2	0	0		
	Knox County	0	1	1	0	1	1	0		
	Memphis	0	0	1	0	0	1	1		
	Total	0	1	2	1	6	8	1	5.0	
Coun- selors	Chattanooga	0	0	0	0	1	3	0		
	Davidson Co.	0	0	0	0	0	0	0		
	Knox County	1	2	0	0	1	0	1		
	Memphis	0	0	0	0	2	2	0		
	Total	1	2	0	0	4	5	1	4.6	
Psy- cholo- gists	Chattanooga	0	0	1	0	2	0	0		
	Davidson Co.	0	0	0	0	1	0	0		
	Knox County	0	1	0	0	0	0	1		
	Memphis	0	0	0	1	1	0	0		
	Total	0	1	1	1	4	0	1	4.1	
Social Workers	Chattanooga	0	1	2	0	4	2	0		
	Davidson Co.	0	0	0	0	0	0	0		
	Knox County	0	0	0	0	1	2	0		
	Memphis	0	0	0	0	0	0	0		
	Total	0	1	2	0	5	4	0	4.8	
Totals		2	5	6	2	23	20	5	4.7	
Totals by School Systems										
	Chattanooga	1	1	3	1	12	14	2	5.0	
	Davidson Co.	0	0	0	0	3	0	0	5.0	
	Knox County	1	4	2	0	4	3	2	3.8	
	Memphis	0	0	1	1	4	3	1	5.0	

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix E-8

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Refers Students and Parents to
Appropriate Community Agencies

		Effectiveness of Service Provided							
Subgroups		Very Inef- fec- tive	Some- what Inef- fective	Undecided Tend to- ward Inef- fective	Undecided Tend to- ward Ef- fective	Some- what Ef- fective	Very Effec- tive	Miss- ing	Mean
Central Office	Chattanooga	1	0	0	0	0	6	1	
	Davidson Co.	0	0	0	0	2	2	0	
	Knox County	0	0	0	1	0	1	0	
	Memphis	0	0	0	1	0	1	0	
	Total	1	0	0	2	2	2	0	
Princi- pals	Chattanooga	0	0	0	2	6	11	1	5.3
	Davidson Co.	0	0	0	1	1	9	1	
	Knox County	0	2	0	0	1	4	1	
	Memphis	0	1	0	1	2	1	0	
	Total	0	3	0	4	9	16	3	
Coun- selors	Chattanooga	0	0	0	2	9	16	3	5.2
	Davidson Co.	1	0	0	0	2	1	0	
	Knox County	0	1	0	0	4	3	0	
	Memphis	2	0	0	1	1	0	1	
	Total	3	1	0	3	5	3	1	
Psy- cholo- gists	Chattanooga	0	0	0	4	12	7	2	4.6
	Davidson Co.	0	0	1	2	1	0	0	
	Knox County	0	0	0	1	2	3	0	
	Memphis	0	1	0	1	1	0	1	
	Total	0	1	1	8	3	3	3	
Social Workers	Chattanooga	0	0	0	4	7	6	1	4.8
	Davidson Co.	0	0	0	0	3	6	0	
	Knox County	0	0	0	0	6	2	0	
	Memphis	0	0	0	0	0	4	0	
	Total	0	0	0	4	6	12	1	
Totals		4	5	1	13	45	54	7	5.5
Totals by School Systems									5.1
	Chattanooga	1	0	0	3	7	22	2	5.5
	Davidson Co.	1	0	1	1	15	14	1	5.2
	Knox County	0	3	0	2	4	6	2	4.7
	Memphis	2	2	0	7	19	12	2	4.8

Appendix E-9

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Serves as Consultant to School Personnel
Regarding Social, Emotional, or Learning Problems of Students

Effectiveness of Service Provided									
Subgroups		Very Inef- fec- tive	Some- Inef- fective	Undecided Tend to- ward Inef- fective	Undecided Tend to- ward Ef- fective	Some- what Ef- fective	Very Effec- tive	Miss- ing	Mean
Central Office	Chattanooga	1	0	0	0	2	3	0	
	Davidson Co.	0	0	0	1	1	1	0	
	Knox County	0	0	1	0	1	0	0	
	Memphis	0	0	0	0	4	1	0	
	Total	1	0	1	1	8	5	0	4.9
Princi- pals	Chattanooga	0	0	0	2	2	5	0	
	Davidson Co.	0	0	0	0	3	2	1	
	Knox County	0	0	0	1	1	1	0	
	Memphis	0	1	1	0	2	3	0	
	Total	0	1	1	3	8	11	1	5.1
Coun- selors	Chattanooga	0	0	0	0	0	2	0	
	Davidson Co.	0	0	0	1	2	0	0	
	Knox County	0	0	1	0	0	0	1	
	Memphis	1	1	1	4	3	3	1	
	Total	1	1	2	5	5	5	2	4.4
Psy- cholo- gists	Chattanooga	0	0	0	1	1	0	0	
	Davidson Co.	0	0	0	1	3	2	0	
	Knox County	0	0	0	0	0	0	0	
	Memphis	0	1	0	1	4	1	0	
	Total	0	1	0	3	8	3	0	4.8
Social Workers	Chattanooga	0	0	0	0	4	4	0	
	Davidson Co.	0	0	0	0	5	3	0	
	Knox County	0	0	0	0	0	4	0	
	Memphis	0	0	0	0	3	2	0	
	Total	0	0	0	0	12	13	0	5.5
Totals		2	3	4	12	41	37	3	5.0
Totals by School Systems									
Chattanooga		1	0	0	3	9	14	0	5.3
Davidson Co.		0	0	0	3	14	8	1	5.2
Knox County		0	0	2	1	2	5	1	5.0
Memphis		1	3	2	5	16	10	1	4.7

Appendix E-10

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Formulates Inschool Screening (S-Team)
Plans for Individual Students*

		Effectiveness of Service Provided							
Subgroups		Very Inef- fec- tive	Some- Inef- fective	Undecided Tend to- ward Inef- fective	Undecided Tend to- ward Ef- fective	Some- what Ef- fective	Very Ef- fec- tive	Miss- ing	Mean
Central Office	Chattanooga	0	1	0	0	0	1	0	
	Davidson Co.	0	0	0	0	1	0	0	
	Knox County	0	0	0	0	0	1	0	
	Memphis	0	0	0	0	2	0	0	
	Total	0	1	0	0	3	2	0	4.8
Princi- pals	Chattanooga	0	0	0	0	2	1	0	
	Davidson Co.	0	0	0	0	2	1	1	
	Knox County	0	0	0	0	1	1	0	
	Memphis	0	1	0	0	1	1	0	
	Total	0	1	0	0	6	4	1	5.1
Coun- selors	Chattanooga	0	0	0	0	1	1	0	
	Davidson Co.	0	0	0	0	0	0	0	
	Knox County	0	0	0	0	0	0	0	
	Memphis	0	2	0	0	1	2	0	
	Total	0	2	0	0	2	3	0	4.6
Psy- cholo- gists	Chattanooga	0	0	0	0	0	0	0	
	Davidson Co.	0	0	0	0	0	0	0	
	Knox County	0	0	0	0	0	0	0	
	Memphis	0	0	0	0	1	0	0	
	Total	0	0	0	0	1	0	0	5.0
Social Workers	Chattanooga	0	0	0	0	3	1	0	
	Davidson Co.	0	0	0	0	1	2	0	
	Knox County	0	0	0	0	0	1	0	
	Memphis	0	0	0	0	0	0	0	
	Total	0	0	0	0	4	4	0	5.5
Totals		0	4	0	0	16	13	1	5.0
Totals by School Systems									
	Chattanooga	0	1	0	0	6	4	0	5.1
	Davidson Co.	0	0	0	0	4	3	1	5.4
	Knox County	0	0	0	0	1	3	0	5.8
	Memphis	0	3	0	0	5	3	0	4.5

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix E-11

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Provides Feedback About Referred Students
to Principals and School Professional Personnel

		Effectiveness of Service Provided								
Subgroups		Very Inef- fec- tive	Some- Inef- fective	Undecided Tend to- ward fec- tive	Undecided Tend to- ward Ef- fective	Some- what Ef- fective	Very Ef- fec- tive	Miss- ing	Mean	
Central Office	Chattanooga	1	0	0	0	1	3	1		
	Davidson Co.	0	0	0	0	4	0	0		
	Knox County	0	0	0	1	1	0	0		
	Memphis	0	0	0	0	3	2	0		
	Total	1	0	0	1	9	5	1	5.0	
Princi- pals	Chattanooga	0	0	0	0	5	5	0		
	Davidson Co.	0	0	0	0	2	2	1		
	Knox County	0	1	0	0	1	1	0		
	Memphis	1	1	0	2	5	2	1		
	Total	1	2	0	2	13	10	2	4.9	
Coun- selors	Chattanooga	0	0	0	0	1	2	0		
	Davidson Co.	0	0	0	1	6	1	0		
	Knox County	0	0	0	0	1	0	1		
	Memphis	1	2	0	2	4	4	1		
	Total	1	2	0	3	12	7	2	4.8	
Psy- cholo- gists	Chattanooga	0	0	0	0	1	0	0		
	Davidson Co.	0	0	0	1	4	2	0		
	Knox County	0	0	0	0	1	0	1		
	Memphis	0	1	0	2	2	1	0		
	Total	0	1	0	3	8	3	1	4.8	
Social Workers	Chattanooga	0	0	0	0	2	7	0		
	Davidson Co.	0	0	0	0	6	2	0		
	Knox County	0	0	0	0	0	4	0		
	Memphis	0	0	0	1	2	0	0		
	Totals	0	0	0	1	10	13	0	5.5	
Totals		3	5	0	10	52	38	6	5.0	
Totals by School Systems										
Chattanooga		1	0	0	0	10	17	1	5.5	
Davidson Co.		0	0	0	2	22	7	1	5.2	
Knox County		0	1	0	1	4	5	2	5.1	
Memphis		2	4	0	7	16	9	2	4.5	

Appendix E-12

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Manages Emergencies or Crisis
Interventions

Effectiveness of Service Provided									
		Very Inef- fec- fective	Some- Inef- fective	Undecided Tend to- ward fective	Undecided Tend to- ward Ef- fective	Some- what Ef- fective	Very Ef- fec- tive	Miss- ing	Mean
Central Office	Chattanooga	1	0	0	0	4	1	1	
	Davidson Co.	0	0	0	0	2	1	0	
	Knox County	0	0	0	1	1	0	0	
	Memphis	0	0	0	1	0	3	0	
	Total	1	0	0	2	7	5	1	4.9
Princi- pals	Chattanooga	0	0	0	0	3	7	0	
	Davidson Co.	0	0	0	0	2	2	1	
	Knox County	0	1	0	0	2	1	0	
	Memphis	1	0	0	0	4	2	1	
	Total	1	1	0	0	11	12	2	5.2
Coun- selors	Chattanooga	0	0	0	0	1	2	0	
	Davidson Co.	1	0	0	0	5	1	0	
	Knox County	0	1	0	1	0	0	0	
	Memphis	1	1	0	1	4	4	2	
	Total	2	2	0	2	10	7	2	4.6
Psy- cho- logists	Chattanooga	0	0	0	1	1	0	0	
	Davidson Co.	0	1	0	0	4	1	0	
	Knox County	0	0	0	0	1	0	1	
	Memphis	0	1	0	1	2	3	0	
	Total	0	2	0	2	8	4	1	4.8
Social Workers	Chattanooga	0	0	0	0	1	8	0	
	Davidson Co.	0	0	0	0	5	3	0	
	Knox County	0	0	0	0	0	4	0	
	Memphis	0	0	0	1	2	1	0	
	Total	0	0	0	1	8	16	0	5.6
Totals		4	5	0	7	44	44	6	5.1
Totals by School Systems									
	Chattanooga	1	0	0	1	10	18	1	5.4
	Davidson Co.	1	1	0	0	18	8	1	5.0
	Knox County	0	2	0	2	4	5	1	4.8
	Memphis	2	2	0	4	12	13	3	4.8

Appendix E-13

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Assists in the Planning, Development, or
Evaluation of Student Policies or Programs*

		Effectiveness of Service Provided							
Subgroups		Very Inef- fec- tive	Some- Inef- fective	Undecided Tend to- ward fec- tive	Undecided Tend to- ward Ef- fective	Some- what Ef- fective	Very Effec- tive	Miss- ing	Mean
Central Office	Chattanooga	0	0	0	0	1	1	0	
	Davidson Co.	0	0	0	0	2	1	0	
	Knox County	0	0	0	0	0	0	0	
	Memphis	0	0	0	1	1	0	0	
	Total	0	0	0	1	4	2	0	5.1
Princi- pals	Chattanooga	0	0	0	0	0	2	0	
	Davidson Co.	0	0	0	0	1	0	1	
	Knox County	0	0	0	0	1	1	0	
	Memphis	0	0	1	0	0	1	1	
	Total	0	0	1	0	2	4	2	5.3
Coun- selors	Chattanooga	0	0	0	1	0	0	0	
	Davidson Co.	0	0	0	0	0	0	0	
	Knox County	0	0	0	0	0	0	0	
	Memphis	0	0	0	1	3	0	0	
	Total	0	0	0	2	3	0	0	4.6
Psy- cholo- gists	Chattanooga	0	0	0	0	0	0	0	
	Davidson Co.	0	0	0	1	0	0	0	
	Knox County	0	0	0	0	0	0	0	
	Memphis	0	0	0	0	2	0	0	
	Total	0	0	0	1	2	0	0	4.7
Social Workers	Chattanooga	0	0	0	1	1	2	0	
	Davidson Co.	0	0	0	0	1	2	0	
	Knox County	0	0	0	0	0	2	0	
	Memphis	0	0	0	0	0	0	0	
	Total	0	0	0	1	2	4	0	5.6
Totals		0	0	1	5	13	12	2	5.2
Totals by School Systems									
	Chattanooga	0	0	0	2	2	5	0	5.3
	Davidson Co.	0	0	0	1	4	3	1	5.3
	Knox County	0	0	0	0	1	3	0	5.8
	Memphis	0	0	1	2	6	1	1	4.7

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix E-14

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Plans and Conducts Social Work
Related Inservice Training

		Effectiveness of Service Provided							Mean
Subgroups		Very Inef- fec- tive	Some- what Inef- fective	Undecided Tend to- and Inef- fective	Undecided Tend to- and Ef- fective	Some- what Ef- fective	Very Effec- tive	Miss- ing	
Central Office	Chattanooga	1	0	0	0	2	2	0	5.0
	Davidson Co.	0	0	0	0	1	1	0	
	Knox County	0	0	0	1	0	1	0	
	Memphis	0	0	0	1	3	2	0	
	Total	1	0	0	2	6	6	0	
Principals	Chattanooga	0	0	0	0	2	5	1	5.1
	Davidson Co.	0	0	0	0	3	2	0	
	Knox County	0	1	0	0	0	1	0	
	Memphis	0	1	0	1	3	1	1	
	Total	0	2	0	1	8	9	2	
Counselors	Chattanooga	0	0	1	0	0	1	0	4.5
	Davidson Co.	0	0	0	0	2	0	0	
	Knox County	0	1	0	0	1	0	0	
	Memphis	0	1	0	1	3	2	2	
	Total	0	2	1	1	6	3	2	
Psychologists	Chattanooga	0	0	0	2	1	0	0	4.5
	Davidson Co.	0	0	2	0	3	2	0	
	Knox County	0	0	0	0	0	0	1	
	Memphis	0	1	0	1	4	0	1	
	Total	0	1	2	3	8	2	2	
Social Workers	Chattanooga	0	2	0	1	1	1	0	5.0
	Davidson Co.	0	0	0	1	4	3	0	
	Knox County	0	0	0	0	0	4	0	
	Memphis	0	0	0	0	3	1	0	
	Total	0	2	0	2	8	9	0	
Totals		1	7	3	9	36	29	6	4.9
Totals by School Systems									
Chattanooga		1	2	1	3	6	9	1	4.7
Davidson Co.		0	0	2	1	13	8	0	5.1
Knox County		0	2	0	1	1	6	1	4.9
Memphis		0	3	0	4	16	6	4	4.8

Appendix E-15

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Develops and/or Coordinates Preventive
Programs at the Systemwide or School Level*

		Effectiveness of Service Provided							
Subgroups		Very Inef- fec- tive	Some- what Inef- fective	Undecided Tend to- ward fec- fective	Undecided Tend to- ward Ef- fective	Some- what Ef- fective	Very Effec- tive	Miss- ing	Mean
Central Office	Chattanooga	0	0	0	0	4	1	1	
	Davidson Co.	0	0	0	1	0	1	0	
	Knox County	0	0	0	0	1	0	0	
	Memphis	0	0	0	1	1	2	0	
	Total	0	0	0	2	6	4	1	5.2
Princi- pals	Chattanooga	0	0	0	0	1	2	0	
	Davidson Co.	0	0	0	0	1	0	0	
	Knox County	0	2	0	0	1	1	0	
	Memphis	1	1	0	1	6	0	1	
	Total	1	3	0	1	9	3	1	4.4
Coun- selors	Chattanooga	0	0	0	1	0	0	0	
	Davidson Co.	0	0	0	0	1	0	0	
	Knox County	0	1	0	0	0	0	0	
	Memphis	0	1	0	3	1	1	1	
	Total	0	2	0	4	2	1	1	4.0
Psy- cholo- gists	Chattanooga	0	0	0	0	0	0	0	
	Davidson Co.	0	0	0	1	2	1	0	
	Knox County	0	0	0	0	0	0	0	
	Memphis	0	1	0	1	2	0	0	
	Total	0	1	0	2	4	1	0	4.5
Social Workers	Chattanooga	0	0	0	3	2	1	0	
	Davidson Co.	0	0	0	0	5	0	0	
	Knox County	0	0	0	0	1	3	0	
	Memphis	0	0	0	1	3	1	0	
	Total	0	0	0	4	11	5	0	5.1
Totals		1	6	0	13	32	14	3	4.7
Totals by School Systems									
	Chattanooga	0	0	0	4	7	4	1	5.0
	Davidson Co.	0	0	0	2	9	2	0	5.0
	Knox County	0	3	0	0	3	4	0	4.5
	Memphis	1	3	0	7	13	4	2	4.4

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix E-16

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Assists in the Training of Beginning
School Social Workers

		Effectiveness of Service Provided								
Subgroups		Very Inef- fec- tive	Some- Inef- fective	Undecided Tend to- ward fec- tive	Undecided Tend to- ward fec- tive	Some- Ef- fective	Very Ef- fec- tive	Miss- ing	Mean	
Central Office	Chattanooga	1	0	0	0	1	3	0		
	Davidson Co.	0	0	0	0	1	1	0		
	Knox County	0	0	0	1	1	0	0		
	Memphis	0	0	0	0	2	2	0		
	Total	1	0	0	1	5	6	0	5.1	
Princi- pals	Chattanooga	0	0	1	0	1	1	1		
	Davidson Co.	0	0	0	0	1	1	0		
	Knox County	0	0	1	0	0	1	0		
	Memphis	0	0	0	2	3	0	1		
	Total	0	0	2	2	5	3	2	4.8	
Coun- selors	Chattanooga	0	0	0	0	2	0	0		
	Davidson Co.	0	0	0	1	1	2	0		
	Knox County	0	2	0	0	1	0	0		
	Memphis	0	0	0	2	4	3	0		
	Total	0	2	0	3	8	5	0	4.8	
Psy- cholo- gists	Chattanooga	0	0	0	2	1	0	0		
	Davidson Co.	0	0	1	0	3	2	0		
	Knox County	0	0	0	0	0	0	0		
	Memphis	0	1	0	0	4	3	0		
	Total	0	1	1	2	8	5	0	4.9	
Social Workers	Chattanooga	0	0	0	2	0	3	0		
	Davidson Co.	0	0	0	0	3	1	0		
	Knox County	0	0	0	0	0	4	0		
	Memphis	0	0	0	0	3	1	0		
	Total	0	0	0	2	6	9	0	5.4	
Totals		1	3	3	10	32	28	2	5.0	
Totals by School Systems										
	Chattanooga	1	0	1	4	5	7	1	4.8	
	Davidson Co.	0	0	1	1	9	7	0	5.2	
	Knox County	0	2	1	1	2	5	0	4.6	
	Memphis	0	1	0	4	16	9	1	5.1	

Appendix E-17

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Develops Curricula for Classrooms Aimed at
Preventing Student Problems*

		Effectiveness of Service Provided							
Subgroups		Very Inef- fec- tive	Some- Inef- fective	Undecided Tend to- ward Inef- fective	Undecided Tend to- ward Ef- fective	Some- what Ef- fective	Very Effec- tive	Miss- ing	Mean
Central Office	Chattanooga	0	0	0	1	1	0	0	
	Davidson Co.	0	0	0	0	0	1	0	
	Knox County	0	0	0	0	1	0	0	
	Memphis	0	0	0	0	0	1	0	
	Total	0	0	0	1	2	2	0	5.2
Princi- pals	Chattanooga	0	0	0	0	1	0	0	
	Davidson Co.	0	0	0	0	1	0	0	
	Knox County	0	0	0	0	1	1	0	
	Memphis	0	0	2	0	2	0	1	
	Total	0	0	2	0	5	1	1	4.6
Coun- selors	Chattanooga	0	0	0	0	0	0	0	
	Davidson Co.	0	0	0	0	0	0	0	
	Knox County	0	0	0	0	0	0	0	
	Memphis	0	0	0	0	1	0	0	
	Total	0	0	0	0	1	0	0	5.0
Psy- cholo- gists	Chattanooga	0	0	0	0	0	0	0	
	Davidson Co.	0	0	0	0	0	0	0	
	Knox County	0	0	0	0	0	0	0	
	Memphis	0	0	0	1	0	0	0	
	Total	0	0	0	1	0	0	0	4.0
Social Workers	Chattanooga	0	0	0	0	3	0	0	
	Davidson Co.	0	0	0	0	2	0	0	
	Knox County	0	0	0	0	0	1	0	
	Memphis	0	0	0	0	1	1	0	
	Total	0	0	0	0	6	2	0	5.3
Totals		0	0	2	2	14	5	1	5.0
Totals by School Systems									
Chattanooga		0	0	0	1	5	0	0	4.8
Davidson Co.		0	0	0	0	3	1	0	5.3
Knox County		0	0	0	0	2	2	0	5.5
Memphis		0	0	2	1	4	2	1	4.7

*This item lacks the 50 per cent support needed to be perceived as "provided."

Appendix E-18

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Serves on Planning Committees or Boards
of Community Agencies

		Effectiveness of Service Provided								
Subgroups		Very Inef- fec- tive	Some- what Inef- fective	Undecided Tend to- ward Inef- fective	Undecided Tend to- ward Ef- fective	Some- what Ef- fective	Very Effec- tive	Miss- ing	Mean	
Central Office	Chattanooga	0	1	0	0	2	3	0		
	Davidson Co.	0	0	0	0	1	1	0		
	Knox County	0	0	0	1	1	0	0		
	Memphis	0	0	0	2	1	3	0		
	Total	0	1	0	3	5	7	0	5.1	
Princi- pals	Chattanooga	0	0	0	0	0	3	2		
	Davidson Co.	0	0	0	1	1	2	0		
	Knox County	0	0	1	0	0	1	0		
	Memphis	0	1	0	3	3	1	1		
	Total	0	1	1	4	4	7	3	4.9	
Coun- selors	Chattanooga	0	0	0	0	1	0	0		
	Davidson Co.	0	0	1	1	1	2	0		
	Knox County	0	0	0	0	0	0	0		
	Memphis	1	0	0	5	2	3	0		
	Total	1	0	1	6	4	5	0	4.6	
Psy- cholo- gists	Chattanooga	0	0	0	1	1	0	0		
	Davidson Co.	0	0	0	2	2	1	0		
	Knox County	0	0	0	0	0	0	0		
	Memphis	0	1	0	1	2	0	1		
	Total	0	1	0	4	5	1	1	4.5	
Social Workers	Chattanooga	1	0	1	0	2	3	0		
	Davidson Co.	0	0	0	0	5	2	0		
	Knox County	0	0	0	0	1	2	0		
	Memphis	0	0	0	0	2	2	0		
	Total	1	0	1	0	10	9	0	5.1	
Totals		2	3	3	17	28	29	4	4.9	
Totals by School Systems										
	Chattanooga	1	1	1	1	6	9	2	4.9	
	Davidson Co.	0	0	1	4	10	8	0	5.1	
	Knox County	0	0	1	1	2	3	0	5.0	
	Memphis	1	2	0	11	10	9	2	4.6	

Appendix E-19

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Supervises Field Training of Student
Social Workers*

		Effectiveness of Service Provided								
Subgroups		Very Inef- fec- tive	Some- Inef- fective	Undecided Tend to- ward fec- fective	Undecided Tend to- ward fec- fective	Some- what Ef- fective	Very Ef- fec- tive	Miss- ing	Mean	
Central Office	Chattanooga	1	0	0	0	2	2	0		
	Davidson Co.	0	0	0	0	2	1	0		
	Knox County	0	0	0	1	1	0	0		
	Memphis	0	0	0	0	1	3	0		
	Total	1	0	0	1	6	6	0	5.1	
Princi- pals	Chattanooga	0	0	0	1	0	0	1		
	Davidson Co.	0	0	0	0	0	1	0		
	Knox County	0	0	0	0	0	1	0		
	Memphis	0	0	0	2	1	0	1		
	Total	0	0	0	3	1	2	2	4.8	
Coun- selors	Chattanooga	0	0	0	0	1	0	0		
	Davidson Co.	0	0	0	0	2	2	0		
	Knox County	0	1	0	0	1	0	0		
	Memphis	0	0	0	1	2	4	0		
	Total	0	1	0	1	6	6	0	5.1	
Psy- cholo- gists	Chattanooga	0	0	0	1	0	0	0		
	Davidson Co.	0	0	2	0	2	2	0		
	Knox County	0	0	0	0	0	0	0		
	Memphis	0	1	0	1	4	1	0		
	Total	0	1	2	2	6	3	0	4.6	
Social Workers	Chattanooga	0	1	0	1	2	3	0		
	Davidson Co.	0	0	0	1	2	2	0		
	Knox County	0	0	0	0	0	4	0		
	Memphis	0	0	0	0	1	4	0		
	Total	0	1	0	2	5	13	0	5.4	
Totals		1	3	2	9	24	30	2	5.1	
Totals by School Systems										
Chattanooga		1	1	0	3	5	5	1	4.7	
Davidson Co.		0	0	2	1	8	8	0	5.2	
Knox County		0	1	0	1	2	5	0	5.1	
Memphis		0	1	0	4	9	12	1	5.2	

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix E-20

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Documents Activities and Services
Provided

		Effectiveness of Service Provided							
Subgroups		Very Inef- fec- tive	Some- what Inef- fective	Undecided Tend to- ward Inef- fective	Undecided Tend to- ward Ef- fective	Some- what Ef- fective	Very Effec- tive	Miss- ing	Mean
Central Office	Chattanooga	1	0	0	0	1	3	1	
	Davidson Co.	0	0	0	1	2	1	0	
	Knox County	0	0	0	0	2	0	0	
	Memphis	0	0	0	1	3	2	0	
	Total	1	0	0	2	8	6	1	5.0
Princi- pals	Chattanooga	0	0	0	1	3	8	0	
	Davidson Co.	0	0	0	0	0	5	1	
	Knox County	0	1	0	0	2	1	0	
	Memphis	0	2	0	1	4	1	2	
	Total	0	3	0	2	9	15	3	5.1
Coun- selors	Chattanooga	0	0	0	0	0	3	0	
	Davidson Co.	1	0	0	1	1	5	0	
	Knox County	0	0	0	0	0	0	0	
	Memphis	0	1	1	3	6	4	1	
	Total	1	1	1	4	7	12	1	5.0
Psy- cholo- gists	Chattanooga	0	0	0	2	1	0	0	
	Davidson Co.	0	0	1	1	4	1	0	
	Knox County	0	0	0	0	0	1	1	
	Memphis	0	1	0	1	2	3	1	
	Total	0	1	1	4	7	5	2	4.8
Social Workers	Chattanooga	0	0	0	0	5	4	0	
	Davidson Co.	0	0	0	0	5	3	0	
	Knox County	0	0	0	0	0	4	0	
	Memphis	0	0	1	0	1	3	0	
	Total	0	0	1	0	11	14	0	5.5
Totals		2	5	3	12	42	52	7	5.1
Totals by School Systems									
	Chattanooga	1	0	0	3	10	18	1	5.3
	Davidson Co.	1	0	1	3	12	15	1	5.2
	Knox County	0	1	0	0	4	6	1	5.3
	Memphis	0	4	2	6	16	13	4	4.8

Appendix E-21

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Works With Administrators to Examine Symptoms
or Seeks Causes of Problems Students Have, e.g., Teenage Pregnancy
Drugs, Child Abuse, etc.

		Effectiveness of Service Provided								
Subgroups		Very Inef- fec- tive	Some- Inef- fective	Undecided Tend to- ward	Undecided Tend to- ward	Some- Ef- fective	what Ef- fective	Very Effec- tive	Miss- ing	Mean
Central Office	Chattanooga	0	1	0	0	2	4	1		
	Davidson Co.	0	0	0	0	1	2	0		
	Knox County	0	0	0	0	2	0	0		
	Memphis	0	0	0	0	3	3	0		
	Total	0	1	0	0	6	9	1		5.3
Princi- pals	Chattanooga	0	0	1	0	4	7	0		
	Davidson Co.	0	0	0	0	2	2	1		
	Knox County	0	2	0	0	1	1	0		
	Memphis	1	1	0	0	4	2	1		
	Total	1	3	1	0	11	12	2		4.9
Coun- selors	Chattanooga	0	0	0	0	0	3	0		
	Davidson Co.	0	0	0	0	1	3	0		
	Knox County	0	1	0	0	0	0	0		
	Memphis	0	2	1	0	6	1	1		
	Total	0	3	1	0	7	7	1		4.8
Psy- cholo- gists	Chattanooga	0	0	0	2	0	0	0		
	Davidson Co.	0	1	1	0	2	1	0		
	Knox County	0	0	0	1	0	0	1		
	Memphis	0	1	0	0	4	2	0		
	Total	0	2	1	3	6	3	1		4.5
Social Workers	Chattanooga	0	0	0	2	4	3	0		
	Davidson Co.	0	0	0	1	4	0	0		
	Knox County	0	0	0	0	0	4	0		
	Memphis	0	0	0	0	3	2	0		
	Total	0	0	0	3	11	9	0		5.3
Totals		1	9	3	6	43	40	5		5.0
Totals by School Systems										
Chattanooga		0	1	1	4	10	17	1		5.2
Davidson Co.		0	1	1	1	10	8	1		5.1
Knox County		0	3	0	1	3	5	1		4.6
Memphis		1	4	1	0	20	10	2		4.8

Appendix E-22

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Coordinates Services for
Multiple-Handicapped Children*

Effectiveness of Service Provided									
Subgroups		Very Inef- fec- tive	Some- Inef- fective	Undecided Tend to- ward	Undecided Tend to- ward	Some- Ef- fective	Very Ef- fec- tive	Miss- ing	Mean
Central Office	Chattanooga	0	1	0	0	3	1	1	
	Davidson Co.	0	0	0	0	2	2	0	
	Knox County	0	0	0	0	0	0	0	
	Memphis	0	0	0	1	1	0	0	
	Total	0	1	0	1	6	3	1	4.9
Princi- pals	Chattanooga	0	0	1	1	1	3	0	
	Davidson Co.	0	0	0	0	0	1	1	
	Knox County	0	0	0	0	1	1	0	
	Memphis	0	2	0	0	0	1	1	
	Total	0	2	1	1	2	6	2	4.8
Coun- selors	Chattanooga	0	0	0	0	0	1	0	
	Davidson Co.	0	0	0	0	2	1	0	
	Knox County	0	0	0	0	0	0	0	
	Memphis	1	0	0	1	2	1	1	
	Total	1	0	0	1	4	3	1	4.8
Psy- cholo- gists	Chattanooga	0	0	0	0	0	0	0	
	Davidson Co.	0	0	0	0	0	1	0	
	Knox County	0	0	0	0	0	0	0	
	Memphis	0	0	0	0	1	1	0	
	Total	0	0	0	0	1	2	0	5.7
Social Workers	Chattanooga	0	0	0	0	4	2	0	
	Davidson Co.	0	0	0	2	4	0	0	
	Knox County	0	0	0	0	0	2	0	
	Memphis	0	0	0	1	1	1	0	
	Total	0	0	0	3	9	5	0	5.1
Totals		1	3	1	4	22	19	4	5.0
Totals by School Systems									
	Chattanooga	0	1	1	1	8	7	1	5.1
	Davidson Co.	0	0	0	2	8	5	1	5.2
	Knox County	0	0	0	0	1	3	0	5.8
	Memphis	1	2	0	3	5	4	2	4.4

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix E-23

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Identifies School Barriers Which Hinder
Pupil Attendance or Develops Plans to Overcome Them*

		Effectiveness of Service Provided							
Subgroups		Very Inef- fec- tive	Some- what Inef- fective	Undecided Tend to- ward Inef- fective	Undecided Tend to- ward Ef- fective	Some- what Ef- fective	Very Effec- tive	Miss- ing	Mean
Central Office	Chattanooga	1	0	0	0	3	2	1	
	Davidson Co.	0	0	0	0	2	1	0	
	Knox County	0	0	1	0	1	0	0	
	Memphis	0	0	2	1	2	0	0	
	Total	1	0	3	1	8	3	1	4.5
Princi- pals	Chattanooga	0	0	1	1	2	4	0	
	Davidson Co.	0	0	0	1	1	0	1	
	Knox County	0	0	0	0	2	1	0	
	Memphis	0	0	0	0	0	2	1	
	Total	0	0	1	2	5	7	2	5.2
Coun- selors	Chattanooga	0	0	0	0	0	2	0	
	Davidson Co.	0	0	0	1	0	0	0	
	Knox County	0	0	0	0	0	0	0	
	Memphis	1	0	0	1	2	2	0	
	Total	1	0	0	2	2	4	0	4.8
Psy- cholo- gists	Chattanooga	0	0	0	2	0	0	0	
	Davidson Co.	0	0	0	0	1	0	0	
	Knox County	0	0	0	0	0	0	1	
	Memphis	0	1	1	2	2	0	0	
	Total	0	1	1	4	3	0	1	4.0
Social Workers	Chattanooga	0	0	0	2	3	3	0	
	Davidson Co.	0	1	0	1	1	0	1	
	Knox County	0	0	0	0	1	3	0	
	Memphis	0	0	0	0	2	1	0	
	Total	0	1	0	3	7	7	1	5.1
Totals		2	2	5	12	25	21	5	4.8
Totals by School Systems									
Chattanooga		1	0	1	5	8	11	1	5.0
Davidson Co.		0	1	0	3	5	1	2	4.5
Knox County		0	0	1	0	4	4	1	5.2
Memphis		1	1	3	4	8	5	1	4.5

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix E-24

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Plans With Civic Groups for Positive
Growth Experiences of Students*

		Effectiveness of Service Provided							
Subgroups		Very Inef- fec- tive	Some- Inef- fective	Undecided Tend to- ward Inef- fective	Undecided Tend to- ward Ef- fective	Some- what Ef- fective	Very Ef- fec- tive	Miss- ing	Mean
Central Office	Chattanooga	0	0	0	1	2	1	1	
	Davidson Co.	0	0	0	0	1	1	0	
	Knox County	0	0	0	0	0	0	0	
	Memphis	0	0	0	0	3	1	0	
	Total	0	0	0	1	6	3	1	5.2
Princi- pals	Chattanooga	0	0	0	1	1	0	1	
	Davidson Co.	0	0	0	0	1	2	1	
	Knox County	0	0	1	0	0	1	0	
	Memphis	0	1	0	2	2	0	0	
	Total	0	1	1	3	4	3	2	4.6
Coun- selors	Chattanooga	0	0	0	0	1	0	0	
	Davidson Co.	0	0	0	1	1	0	0	
	Knox County	0	0	0	0	0	0	0	
	Memphis	1	0	0	3	1	1	0	
	Total	1	0	0	4	3	1	0	4.2
Psy- cholo- gists	Chattanooga	0	0	0	0	0	0	0	
	Davidson Co.	0	0	0	0	1	0	0	
	Knox County	0	0	0	0	0	0	0	
	Memphis	0	0	0	1	1	0	0	
	Total	0	0	0	1	2	0	0	4.7
Social Workers	Chattanooga	0	0	0	0	5	0	0	
	Davidson Co.	0	0	0	0	1	0	0	
	Knox County	0	0	0	0	1	3	0	
	Memphis	0	0	0	0	1	1	0	
	Total	0	0	0	0	8	4	0	5.3
Totals		1	1	1	9	23	11	3	4.8
Totals by School Systems									
	Chattanooga	0	0	0	2	9	1	2	4.9
	Davidson Co.	0	0	0	1	5	3	1	5.2
	Knox County	0	0	1	0	1	4	0	5.3
	Memphis	1	1	0	6	8	3	0	4.5

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix E-25

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Secures Resources From Civic Groups
to Provide Positive Growth Experiences of Students*

		Effectiveness of Service Provided								
Subgroups		Very Inef- fec- tive	Some- Inef- fective	Undecided Tend to- ward	Undecided Tend to- ward	Some- Ef- fective	Very Ef- fective	Miss- ing	Mean	
Central Office	Chattanooga	0	1	0	0	2	2	1		
	Davidson Co.	0	0	0	0	0	2	0		
	Knox County	0	0	0	0	1	0	0		
	Memphis	0	0	0	0	3	2	0		
	Total	0	1	0	0	6	4	1	5.2	
Princi- pals	Chattanooga	0	0	0	1	2	2	0		
	Davidson Co.	0	0	0	0	1	0	1		
	Knox County	0	0	0	1	1	1	0		
	Memphis	0	0	0	1	2	0	0		
	Total	0	0	0	3	6	3	1	5.0	
Coun- selors	Chattanooga	0	0	0	0	1	1	0		
	Davidson Co.	0	0	0	1	2	0	0		
	Knox County	0	1	0	0	0	0	0		
	Memphis	1	0	0	3	3	1	0		
	Total	1	1	0	4	6	2	0	4.4	
Psy- cholo- gists	Chattanooga	0	0	0	0	0	0	0		
	Davidson Co.	0	0	1	0	2	0	0		
	Knox County	0	0	0	0	0	0	0		
	Memphis	0	1	0	3	1	0	0		
	Total	0	1	1	3	3	0	0	4.0	
Social Workers	Chattanooga	0	0	0	0	4	4	0		
	Davidson Co.	0	0	0	0	0	1	0		
	Knox County	0	0	0	0	1	3	0		
	Memphis	0	0	0	1	1	1	0		
	Total	0	0	0	1	6	9	0	5.5	
Totals		1	3	1	11	27	20	2	4.9	
Totals by School Systems										
	Chattanooga	0	1	0	1	9	9	1	5.3	
	Davidson Co.	0	0	1	1	5	3	1	5.0	
	Knox County	0	1	0	1	3	4	0	5.0	
	Memphis	1	1	0	8	10	4	0	4.5	

*This item lacks the 50 percent support needed to be perceived as "provided."

Appendix E-26

Effectiveness of Service Provided by School Social Workers for the Item:
The School Social Worker Participates in the Planning or Development of
Needed Community Services Indirectly Related to School, e.g., Habitat
for Humanity, Chattanooga Venture, Support Groups for Families
With Specific Problems*

Effectiveness of Service Provided										
Subgroups		Very Inef- fec- tive	Some- Inef- fective	Undecided Tend to- ward fec- tive	Undecided Tend to- ward fec- tive	Some- what Ef- fective	Very Ef- fec- tive	Miss- ing	Mean	
Central Office	Chattanooga	0	0	0	0	1	3	0		
	Davidson Co.	0	0	0	0	1	1	0		
	Knox County	0	0	0	0	0	1	0		
	Memphis	0	0	0	1	2	2	0		
	Total	0	0	0	1	4	7	0	5.5	
Principals	Chattanooga	0	0	0	1	3	1	1		
	Davidson Co.	0	0	0	0	2	2	1		
	Knox County	0	1	0	0	0	1	0		
	Memphis	0	0	0	2	2	0	0		
	Total	0	1	0	3	7	4	2	4.9	
Counselors	Chattanooga	0	0	0	0	1	0	0		
	Davidson Co.	0	0	0	1	0	3	1		
	Knox County	0	0	0	0	0	0	0		
	Memphis	1	0	0	2	5	1	0		
	Total	1	0	0	3	6	4	1	4.8	
Psychologists	Chattanooga	0	0	0	1	1	0	0		
	Davidson Co.	0	0	1	1	0	1	0		
	Knox County	0	0	0	0	0	0	0		
	Memphis	0	1	1	2	1	0	0		
	Total	0	1	2	4	2	1	0	4.0	
Social Workers	Chattanooga	0	0	0	0	3	2	0		
	Davidson Co.	0	0	0	0	2	1	0		
	Knox County	0	0	0	0	0	3	0		
	Memphis	0	0	0	0	1	3	0		
	Total	0	0	0	0	6	9	0	5.6	
Totals		1	2	2	11	25	25	3	5.0	
Totals by School Systems										
Chattanooga		0	0	0	2	9	6	1	5.2	
Davidson Co.		0	0	1	2	5	8	2	5.3	
Knox County		0	1	0	0	0	5	0	5.3	
Memphis		1	1	1	7	11	6	0	4.6	

*This item lacks the 50 percent support needed to be perceived as "provided."

APPENDIX F

TENNESSEE JOB DESCRIPTIONS FOR SCHOOL SOCIAL WORKERS, SCHOOL PSYCHOLOGISTS, SCHOOL COUNSELORS, AND ATTENDANCE WORKERS

JOB DESCRIPTION--SCHOOL SOCIAL WORKERS

- (1) This job description addresses responsibilities and duties of school social workers. All activities, responsibilities, and duties have as their primary purpose assisting learners and school staff in their efforts to improve learning by resolving the personal, emotional, and social problems of learners which interfere with their adjustment to school.

(a) Services to Learners:

1. Evaluation and Assessment--The school social worker:

- (i) Obtains information and writes social history reports including educational, personal, medical, developmental, and family data.
- (ii) Conducts social work assessments and assists in placement of Special Education students.

2. Counseling and Consultation--The school social worker:

- (i) Provides for individual and group counseling to reduce problem behaviors.
- (ii) Assists in integrating new and returning students into the school system.

(b) Service to school staff:

1. Planning and Program Management--The school social worker:

- (i) Plans, coordinates and supervises an effective school social work program.
- (ii) Maintains up-to-date, accurate learner records.
- (iii) Serves as a liaison to community agencies and practitioners and works with them in providing comprehensive services to students.
- (iv) Regularly evaluates the effectiveness of social work services and identifies need for additional services.

- (v) Documents treatment plans and delivery of services.

2. Consultation and Communication--The school social worker:

- (i) Interprets criteria for community resource utilization to school personnel.
- (ii) Provides support and counseling to school staff.
- (iii) Assists M-Teams in program planning for learners with special needs.
- (iv) Provides information to school staff about social needs and problems of learners and families.
- (v) Reports learner and family status and progress regularly to school personnel.

3. Staff Development--The school social worker:

- (i) Assists the school system in assessing staff development needs.
- (ii) Orients school personnel to school social work services.
- (iii) Provides staff development activities for school personnel on topics such as abuse, neglect, developmental delays, emotional disturbances, substance abuse, and potential suicide.

(c) Service to Parents/Families:

1. Consultation and Communication

- (i) Makes home visits and holds conferences with parents.
- (ii) Mediates between family and school clarifying expectations for students.
- (iii) Interprets criteria for community resource utilization to families and assists in

locating appropriate services outside the school when needed.

- (iv) Provides support and counseling to families.
- (v) Provides information to parents (when appropriate) about social needs and problems of learners.
- (vi) Reports learner progress and status regularly to parents.

2. Parent Education--The school social worker:

- (i) Provides training in parenting skills.

(d) Administration (Not more than 10% of total time):

1. The school social worker:

- (i) Consults with school and system administrators regarding the social work program and services.
- (ii) Assists in budget preparation for social work services as needed.
- (iii) Assists in preparation of required school and/or system reports (Rules, Regulations, and Minimum Standards, Book Three, 1986, pp. 129-130).

JOB DESCRIPTION--SCHOOL PSYCHOLOGISTS

- (1) This job description addresses responsibilities and duties of school psychologists. All activities, responsibilities, and duties have as their primary purpose assisting learners and school staff in their efforts to improve learning.

(a) Service to Learners:

1. Evaluation and Assessment--The school psychologist:

- (i) Organizes, develops, and implements procedures for comprehensive, system-wide screening of learners.
- (ii) Selects and administers tests which assess intelligence, academic achievement, perception, motor functioning, and/or social and emotional status of learners referred.
- (iii) Gathers information from a variety of sources (e.g., interviews, observations, tests, case histories) for assessment of referred learners.
- (iv) Analyzes psychological/educational data gathered and prepares assessment reports for professional staff and others who need them.

2. Counseling and consultation--The school psychologist:

- (i) Provides individual and group counseling.

(b) Services to School Staff:

1. Planning and Program Management--The school psychologist:

- (i) Plans, coordinates, and supervises an effective school psychological services program.
- (ii) Maintains up-to-date, accurate counselee records.
- (iii) Serves as a liaison to a broad range of community agencies and practitioners and works

with them in providing comprehensive services to students.

- (iv) Regularly evaluates the effectiveness of psychological services and programs and identifies needs for additional services and programs.

Consultation and Communication--The school psychologist:

- (i) Provides information to school staff and parents about educational/psychological strengths and needs of learners.
- (ii) Provides support and counseling to school staff.
- (iii) Assists M-teams in program planning for learners with special needs.
- (iv) Reports learner status and progress regularly to school personnel.

3. Staff Development--The school psychologist:

- (i) Assists the school system in assessing staff development needs.
- (ii) Provides staff development activities for school personnel on topics such as evaluation/testing, human development, and child management.

(c) Service to Parents:

1. Consultation and Communication--The school psychologist:

- (i) Provides information to parents about educational psychological strengths and needs of learners.
- (ii) Provides support and counseling to parents.
- (iii) Assists parents in locating appropriate professional services outside the school when needed.
- (iv) Reports learner progress and status regularly to parents.

- (v) Provides parental training in areas such as child management and human development.

(d) Administration (not more than 10% of total time):

1. The school psychologist:

- (i) Consults with school and system administrators regarding psychological services and other matters.
- (ii) Assists in budget preparation for psychological services as needed.
- (iii) Assists in preparation for psychological services as needed.
- (iv) Supervises other educational personnel and psychological interns when applicable (Rules, Regulations, and Minimum Standards, Book Three, 1986, pp. 127-129).

JOB DESCRIPTION--SCHOOL COUNSELORS

- (1) This job description addresses responsibilities and duties of school counselors. All activities, responsibilities, and duties have as their primary purpose assisting learners and school staff in their efforts to improve educational progress. The central focus of all school counselor functions is that of assisting learners master typical developmental tasks, enhance interpersonal relationship skills, and make personal decisions regarding career choices and planning.

(a) Service to Learners:

1. Counseling and Consultation--The school counselor:

- (i) Provides counseling to learners about adjustment to school and transition from grade level to grade level.
- (ii) Provides counseling to learners about coping with difficult personal and family problems.
- (iii) Provides counseling to learners in terms of increasing self-awareness and developing a positive self-concept.
- (iv) Provides consultation to learners about decisions and goals.
- (v) Provides counseling to learners who are referred as having the following problems: attendance, retention, discipline, and predelinquency.
- (vi) Provides counseling in educational planning and placement.
- (vii) Provides counseling in career awareness and planning.

2. Counseling and Guidance--The school counselor:

- (i) Provides career development and educational and occupational information.
- (ii) Provides primary prevention instruction in areas such as sexual abuse and substance abuse at appropriate grade levels.

(iii) Provides enhancement instruction in areas such as self-concept, interpersonal relations, and decision making appropriate to learner development.

(iv) Uses teacher and learner participation in the implementation of the guidance and counseling program.

3. Evaluation and Assessment--The school counselor:

(i) Provides academic development of learners through the interpretation and use of assessments.

(ii) Provides self-concepts development of learners through evaluation and assessment.

(b) Service to School Staff:

1. Planning and Program Management--The school counselor:

(i) Organizes, coordinates, and evaluates an effective school guidance and counseling program that is based upon needs of learners, staff, and parents.

(ii) Plans and establishes jointly with educational staff a comprehensive guidance program that responds to development needs of learners.

(iii) Provides up-to-date, accurate learner records as relates to guidance program.

2. Consultation and Communication--The school counselor:

(i) Aids school staff in establishing learning environment most suited to the developmental needs of learners.

(ii) Aids school staff in the early identification of learner problems.

(iii) Aids school staff in implementing a career development program.

- (iv) Aids in program planning for learners with special needs.

3. Staff Development--The school counselor:

- (i) Orients the staff to the guidance and counseling services.
- (ii) Provides staff development activities for school personnel on topics such as achievement and aptitude test results, parent involvement, behavior management, learner motivation, and human development.
- (iii) Cooperates with educational specialists and other resources in developing strategies for serving at-risk students, such as potential dropouts.

(c) Service to Parents:

1. Consultation and Communication--The school counselor:

- (i) Aids parents in developing strategies for supporting their children's educational programs.
- (ii) Provides parents training to promote better understanding of child development and behavior and to improve parent-child communication.
- (iii) Orients parents to guidance and counseling services.
- (iv) Aids parents with appropriate professional services outside the school when needed (T.E.A. News, 1989, p. 14).

JOB DESCRIPTION--ATTENDANCE WORKERS

- (1) This job description addresses responsibilities and duties of school attendance workers. All activities, responsibilities, and duties have as their primary purpose assisting learners and school staff in their efforts to improve learning by minimizing interruptions and dislocations in learning caused by faulty attendance.

(a) Service to Learners:

1. Evaluation and Assessment--The school attendance worker:

- (i) Interviews and recommends placement of learners returning from schools of correction, juvenile detention centers, or alternative schools.
- (ii) Obtains information and prepares assessment reports on referrals.
- (iii) Assists M-teams in the assessment of program needs for special education students.

2. Counseling and Consultation--The School attendance worker:

- (i) Counsels learners regarding absenteeism.
- (ii) Conducts exit interviews and provides follow-up services to drop-outs.
- (iii) Moves about the community during school hours and provides service to learners on the street or in public places.
- (iv) Assists learners in obtaining services through community agencies.

(b) Service to School Staff:

1. Planning and Program Management--The school attendance worker:

- (i) Plans, coordinates, and supervises an effective school attendance program.

- (ii) Prepares monthly and yearly attendance reports as needed.
- (iii) Supervises the issuance of age certificates and similar documents.
- (iv) Conducts the annual school census.
- (v) Maintains records of learner transfers, tuition-paying status, enforcement of boundaries, and projections of future enrollments,
- (vi) Serves as liaison to the courts, various community agencies, and school personnel.
- (vii) Regularly evaluates the effectiveness of attendance services and identifies needs for additional services.
- (viii) Documents delivery of services.

2. Consultation and Communication--The School attendance worker:

- (i) Consults with school personnel regarding individual adjustment problems as they relate to school attendance.
- (ii) Interprets criteria for community resource utilization to school personnel.
- (iii) Provides support and counseling to school staff.
- (iv) Instructs teachers in procedures for attendance accounting.
- (v) Assists M-teams in program planning for learners with special needs.
- (vi) Reports learner and family status and progress regularly to school personnel.
- (vii) Disseminates current information to school staff regarding state laws and local board policies relating to school attendance.

3. Staff Development--The school attendance worker:

- (i) Assists the school system in assessing staff development needs.
- (ii) Orients school personnel to school attendance services.

4. Legal Proceedings--The school attendance worker:

- (i) Initiates court proceedings when necessary.
- (ii) Provides guidance to school personnel regarding due process.

(c) Services to Parents/Families:

1. Consultation and Communication--The school attendance worker:

- (i) Makes home visits and holds conferences with parents.
- (ii) Mediates among family, school, and court when necessary.
- (iii) Interprets criteria for community resource utilization to families and assists in locating appropriate services outside the school system when needed.
- (iv) Consults with parents regarding school attendance and school adjustment problems.
- (v) Reports learner status and progress regularly to parents.

2. Legal Proceedings.

- (i) Provides guidance to parents regarding due process.

(d) Administration (Not more than 10% of total time).

The school attendance worker:

- (i) Consults with school and system administrators regarding attendance services and their

integration with the instructional program and other pupil personnel services.

- (ii) Assists in budget preparation for attendance services as needed.
- (iii) Assists in preparation of required school and/or system reports other than those specifically dealing with attendance.
- (iv) Assists legal counsel in preparation of attendance-related cases (Rules, Regulations, and Minimum Standards, Book Three, 1986, pp. 131-132).

VITA

Sue Comer Sisson was born in Molena, Georgia. She graduated from Americus High School, Americus, Georgia in June 1944. She attended Georgia Southwestern College, Americus, Georgia from June 1944 until August 1945. She graduated from the University of Georgia with an A.B. degree in June 1947.

She taught elementary school in Simpson County, Kentucky in 1949-50. She was a child welfare worker for the Kentucky Department of Economic Security in Franklin, Kentucky from 1950-52. Since 1961 she has been employed as a school social worker for the Chattanooga Public Schools, Chattanooga, Tennessee.

In June 1970, she earned the Master of Education degree with a major in secondary school counseling from the University of Tennessee, Chattanooga. She received the Doctor of Education degree with a major in educational administration and supervision from the University of Tennessee, Knoxville, in May 1990.

The author is a member of Kappa Delta Pi, Phi Beta Kappa, Phi Kappa Phi, and Pi Lambda Theta. Her professional organizations include the Tennessee Education Association, National Education Association, and Tennessee Association of School Social Workers.

She is married to Willard Lorin Sisson and is the mother of two daughters, Mary Kathryn Sisson Jones and Susan Gail Sisson. She also has a son-in-law, Terry Allen Jones, and two grandchildren, Edward Lorin Jones and Laura Margaret Jones.