

School Social Worker Intern

QUALIFICATIONS:

Certification: Appropriate Illinois Certification
Eligible to apply for ISBE approval as a school social work intern

REPORTS TO:

Direct Supervisor: Supervising School Social Worker

Program Overseer: Special Education Coordinator

VISION:

The school social worker intern develops and applies professional understandings of child psychosocial development and the influences of family, community and cultural differences as they interact with special education processes. He or she supports the families of children with instruction, counseling, and information needed to participate in their child's education. The school social worker develops skills to and provides psychosocial and observational data essential to the evaluation of students' eligibility for special education services. In addition, the school social worker consults with administrators and teachers in the planning, implementation, and evaluation of interventions for student eligible for special education services, and at times, for students in the general population. Together with the supervising school social worker, the school social worker intern assists with case management responsibility for all students referred for evaluation or identified as eligible for special education services.

JOB GOALS:

- All special education decisions will be informed by knowledge of child psychosocial development and pathology, psychosocial and programmatic interventions, and or law and regulations.

- Student eligibility for—or entitlement to—special education programming shall be based upon appropriate information, including but not limited to psychosocial and observational data, consultation with administrators, teachers, and parents, and research on the relative effectiveness of intervention strategies and programs.
- Families of students will be informed and supported to enhance student success.

RESPONSIBILITIES: The school social work intern works under the supervision of a school social worker to:

Psychosocial Services

- Promote mutual appreciation and respect among parents, social workers, psychologists, administrators, and teachers.
- Promote effective, open and clear communication among parents, social workers, psychologists, administrators, and teachers.
- Provide individual and group counseling services to special education and general education students.
- Select, administer and interpret psychosocial and observational instruments essential to the evaluation of students' eligibility for special education.
- Plan, implement and evaluate interventions for at-risk students in consultation with administrators, teachers and At-Risk staff.
- Assure that eligibility decisions conform to psychosocial principles, special education law, state regulation, and district policy.

Support to Teachers, Administrators, and Parents

- Provide professional development and consultation as needed to assure that teachers, administrators, and parents understand issues, regulations and processes of special education.
- Help teachers and administrators understand and work with particular special education or general education students.
- Collaborate with teachers and administrators to develop effective organizational and programmatic structures that provide a spectrum of placement options meeting the needs of special education children within the district.
- Consult with teachers and administrators to develop intervention plans and to review and analyze intervention data.
- Serve as a liaison between schools, families, and community agencies.
- Assure that parents understand their rights and responsibilities as specified in special education law and regulation.
- Assure parents understand and are prepared to participate in the special education system.

- Assess the need for and conduct instruction in various topics pertinent to parents' needs, including parenting skills, ADHD, and behavior management.

Case Responsibility

- Collaborate with service team members to provide coordinated case management for all students referred for evaluation or identified as eligible for special education services.
- Facilitate the evaluation of students for special education services.
- Serve as LEA representative in IEP meetings.
- Facilitate the implementation of IEP's and monitor their effectiveness.

Professional Development

- Practice professional renewal through a variety of means.
- Maintain up-to-date knowledge of Illinois and federal legislation and regulations affecting special education children and programming.

TERMS OF EMPLOYMENT:

Work Day:

Standard or Atypical Work Day per Contract.

Work Year:

180 days; per diem or stipend summer work possible.

Bargaining Unit:

Exempt.

Salary and Benefits:

Salary and benefits set by Board of Education.

EVALUATION:

Per contract.