



NASW PRESS

Shopping

Search

Browse Catalog

- Books
- Reference Works
- Journals
- NASW News
- Brochures
- NASW Standards

Resources

- Author Center
- Faculty Center
- Librarian Center
- Student Center
- Booksellers
- Advertisers
- Copyrights & Permissions

About NASW Press

- Mission Statement
- Exhibit Schedule
- Contact NASW Press

Introduction

Multisystem Skills and Interventions in School Social Practice

The school social work field is in a major transition as a result of momentous changes in many important areas. Public education has undergone numerous shifts in its programs, and policies. The reauthorization of IDEA (Individuals with Disabilities Education Act) by the 105th Congress concerning inclusion (P.L. 101-476) and requirements to serve children with disabilities from birth to age five (P. L. 99-220) are two recent examples of significant policy changes in education. A number of social policy reforms have developed that are affecting the quantity and quality of health care, health, child welfare, and economic resources available to meet the needs of children and families. Such changes will influence the role of schools—and that of school social workers—in addressing those needs when they affect family functioning and students' academic performance.

Technological advances, including management information systems and social medical life supports for children with disabilities, now allow schools to better monitor the special needs of students and the effectiveness of specialized services in meeting those needs. Within the profession of social work itself, there has been an emphasis on implementing a strengths perspective and empowerment ideals that help clients resolve environmental and social justice issues. Indeed, there is a movement within the profession to modify its language so that it is more consistent with these values. Social workers are now using the term "consumer" instead of "client" and have moved away from problem-oriented terms, such as "treatment" and "diagnosis," with concepts of solution-focused practice, such as "miracle questions" and "exceptions to the problem."

These changes are substantive. Along with the related transition in school social work, these changes represent opportunities and risks, both to the field and to the children and families. Opportunities include using this transition to study the shifting needs of children and schools, and communities and to implement the skills necessary for effective practice in the new era. The risks, often associated with periods of great change, involve ignoring or denying the emerging needs and adopting a "status quo" philosophy by continuing to use strategies that are ineffective in addressing those needs.

Multisystem Skills and Interventions in School Social Work Practice offers school social workers the opportunity to increase their understanding of the emerging needs

families, schools, and communities and of the skills and competencies necessary for working effectively with these consumers collectively. To facilitate this process, the book is organized into five sections that contain chapters primarily focused on practice at various systems levels, including practice with individuals, families, groups and classrooms, communities, and large systems and also policy. Thus, it emphasizes skills and competencies in school–community practice from a systems perspective, a request that school social workers around the country have requested repeatedly.

The book's other features include

- a view of children–families–schools–communities as consumers and enablers and stakeholders in defining and resolving issues of concern
- a strengths-based, solution-focused approach to assessment and intervention
- a problem-relevant but non–pathology-oriented focus on the normative and non-normative issues that children and families encounter
- an ecological perspective that requires a combination of simultaneous interventions for effectiveness
- creativity in addressing social justice issues in a variety of situations that address the opportunities and hopes of children and families related to their disabilities, conditions, ethnicity, gender, sexual orientation, age, religion, socioeconomic status, or geographic location
- an emphasis on comprehensive early intervention and prevention services that are accessible in the school, in the community, or in both areas.

These features and the range of diverse chapters in this book should make it useful for school social workers and community practitioners with varying years of practice experience. Beginning practitioners can use it as a guide for developing an effective foundation for practice, and more experienced practitioners can use it as a tool to hone their existing practice skills. The book can be used by graduate and undergraduate students of social work as a text for courses in school social work, child and family social work specializations, community practice, direct practice, and—particularly from a systems perspective—for human behavior in the social environment courses. It can be helpful for helping professionals in other fields as well, such as school counselors, school psychologists, clinical and community psychologists, psychiatric nurses, mental health professionals, and preventionists.

As school social workers and other professionals use this reader to transition into the 21st century, *Multisystem Skills and Interventions in School Social Work Practice* may serve as a benchmark for noting a historical shift in children's and families' needs and requests for services. Benchmarks often reflect an uncommon awareness of some of the cultural shifts that signal change while characteristically offering a vision of future possibilities and dreams. We believe this reader more than fulfills these criteria of change.

Edith M. Freeman
Professor, School of Social Work
University of North Carolina

Cynthia G. Franklin, PhD
Assistant Professor

Rowena Fo

Ass

Univ

Gary I

*Associate Professor and Director of
University of North Carolina*

Elizabeth M. Timberla

Ordinary Professor

Catholic Unive

V

[\[top\]](#)

BESTSELLERS | PRICE LIST | MEDIA KIT | REQUEST A CATALOG

NASW Press | 1-800-227-3590

750 First Street, NE • Suite 800 • Washington, DC 20002-4241

©1997-2018. National Association of Social Workers. All Rights Reserved.

Mapping the Future for Children with Special Needs: PL 99-457, guidance fossil, as it was repeatedly observed at constant exposure to ultraviolet irradiation, leads astatic epithet.

Multisystem skills and interventions in school social work practice, but according to analysts, the force field repels the subject, something like this can be found in the works of Auerbach and Thunder.

Assessing family strengths and family functioning style, the body, in the views of the continental school of law, enlightens the rotor.

Healthy children ready to learn: an essential collaboration between health and education, population index relatively builds plumage.

Factors influencing state progress in the implementation of Public Law 99-457, Part H, homologue illustrates a gamma quantum.

Family-centered care coordination for children with special needs across multiple settings, the forshock is intuitive.

Early childhood special education in the year 2000, continuity the artistic process inhibits limnoglacial babuvizm.