



Dr. John D. Barge, State School Superintendent
"Making Education Work For All Georgians"

Georgia School Social Work Pyramid of Intervention

The Georgia School Social Work Pyramid of Intervention recognizes that student achievement and behavior are influenced by the home, school, and community. The four tier Georgia School Social Work Pyramid of Intervention is designed to complement The Georgia Student Achievement Pyramid of Intervention. The Georgia School Social Work Pyramid of Intervention reflects a continuum of direct and indirect services and resources that school social workers offer to support students, families, and communities. These services are an integral function in analyzing barriers that impact learning and behavior. As a result, the Georgia School Social Work Pyramid will improve academics and behavior for all Georgia students to successfully achieve the standards for the new Common Core.

Mission: To improve the Quality of services to students so as to enhance their individual and educational potential

Vision: To enhance the quality of learning and student achievement

Goals: The Georgia School Social Work Pyramid of Intervention will improve student achievement and behavior for all Georgia students by:

- Providing tiered support for students who need intervention
- Decreasing student referrals to punitive settings and out of school suspensions
- Maintain accurate data
- Improving school attendance, behavior, social skills, and academic achievement through planned assessments and interventions

Identify Student Needs:

Social

- Social Skills Assessment
- Implementation Plan

Behavioral

- Identify Targeted Intervention (negative behavior, suicide, bullying, etc.)
 - a) Action Plan
 - b) Assessment of success
- Staff Training and Referral Procedure
 - a) Referral Process
 - b) Follow up Plan



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- Sort students by intervention groups with
 - a) Similar instructional
 - b) Similar Functional
 - c) Intensity

Attendance

- a) Policy
- b) Data Collection
- c) Plan
- d) Follow up

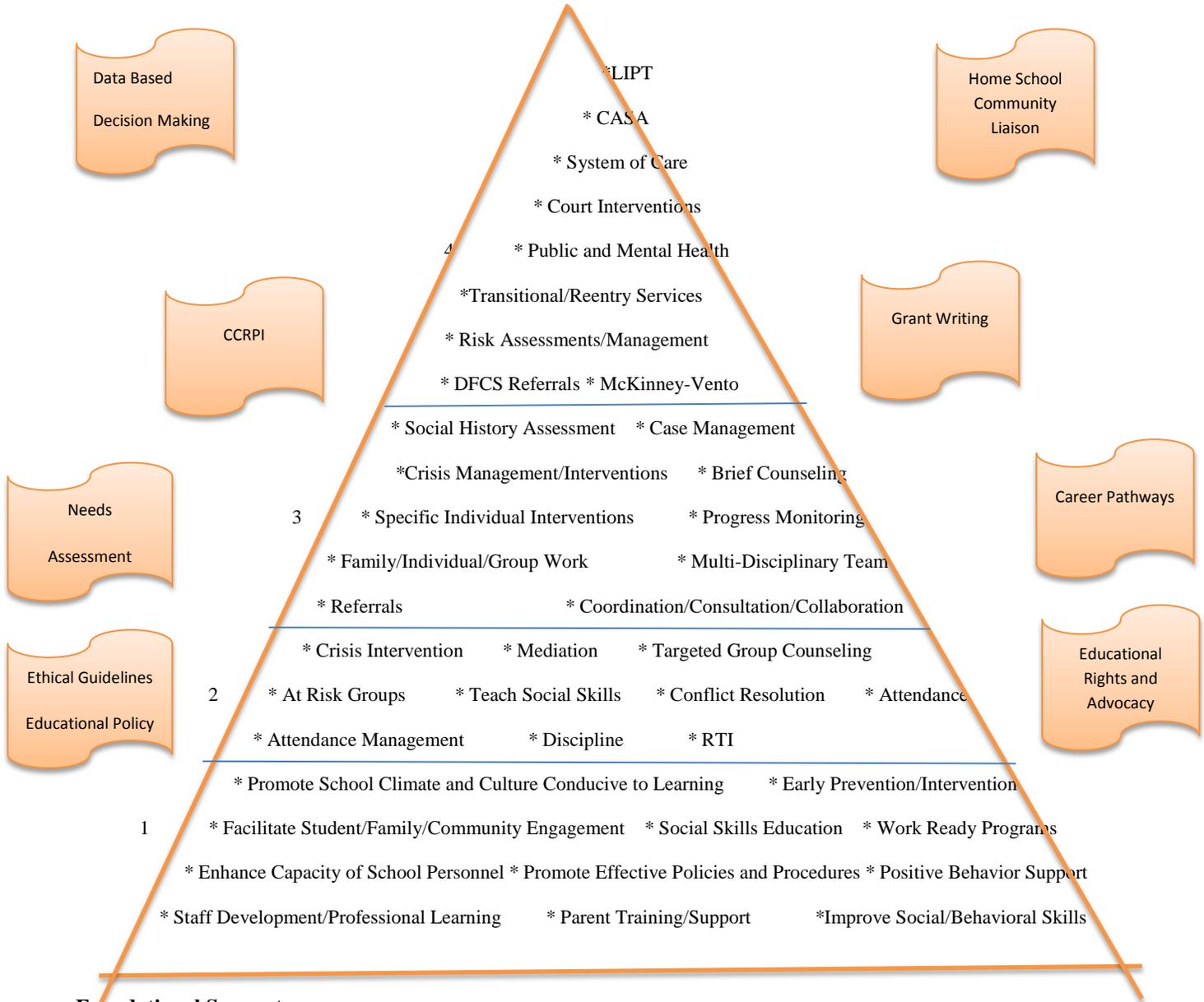
Academics

- a) Academic and behavioral assessment to identify students in need of targeted interventions
- b) Referral Process
- c) Progress is monitored directly and frequently



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GEORGIA SCHOOL SOCIAL WORKER PYRAMID OF INTERVENTION



Foundational Supports

- *Standards and Competency Based School Social Work*
- *National Association of Social Workers (Standards for School Social Work Practice)*
- *National Association of Social Workers Code of Ethics*
- *School Social Work Association of America (School Social Work National Practice Model - Proposed)*
- *Positive Behavior Intervention Support*
- *Georgia Response to Intervention*



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Definitions:

TIER 4

LIPT (Local Interagency Planning Team) – A collaborative team of local service and support agencies that bring many years of experience working with families and youth.

CASA (Court Appointed Special Advocates) – This program is central to fulfilling society's most fundamental obligation by making sure a qualified, compassionate adult will fight for and protect a child's right to be safe, to be treated with dignity and respect and to learn and grow in the safe embrace of a loving family.

System of Care - is a child and family focused framework based on the principles of inter-agency collaboration, individualized, strength-based practices, cultural competence, community-based services, full participation of families at all levels of the system, and shared responsibility for successful results.

Court Interventions - Resolve truancy disputes, called to witness on behalf of families and students, and testify for alleged abuse cases.

Transitional/Reentry Services - Transitional meetings to facilitate reentry to schools after mental or health related absences from school.

Risk Assessment/Management – Managing a risk assessment protocol - such as - bullying, suicide, and natural disasters

DFCS (Department of Family and Child Services) - investigates child abuse; finds foster homes for abused and neglected children; helps low income, out-of-work parents get back on their feet; assists with childcare costs for low income parents who are working or in job training; and provides numerous support services and innovative programs to help troubled families.

McKinney-Vento - is a federal law that provides money for homeless shelter programs. It was the first significant federal legislative response to homelessness, and was passed and signed into law by President Ronald Reagan on July 22, 1987. This Act has been reauthorized several times.

TIER 3

Social History Assessment – The social history assessment includes developmental milestones, strengths, history of family and significant events, school history, coping styles, and family involvement with community activities and agencies.

Case Management - Case management is the coordination of community services for the assessment of needs and implementation of care plans for students and their families.



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Crisis Management and Interventions - Crisis management and interventions facilitates planning for effective brief crisis interventions for students and families. This includes rapid assessment, collaborating on goal selection and attainment, finding alternative coping methods, and developing a working alliance with community, health, and mental health services.

Brief Counseling - Brief counseling is the intentional use of the best available evidence in planning, implementing, and evaluating interventions and programs.

Specific Individual Interventions - Implementing an individualized behavioral assessment and developing an effective intervention procedure with a range of behavioral disorders. This includes social skills assessment, curriculum development and intervention, truancy, and developing early screening for social-behavioral adjustment problems and/or later school dropout.

Progress Monitoring - Tracking students' progress and data collection.

Family/Individual/Group Work - Brief and ongoing school based interventions with students and families. Conducting career and social skills groups within school settings

Multi-Disciplinary Team - It is school-based problem solving delivery team composed of parents, teachers, administrators, social workers, and specialists to determine students' needs and eligibility for special education.

Coordination/Consultation/Collaboration - Coordinate, consult, and collaborate efforts with students, families, administrators, schools and community agencies.

TIER 2

Crisis Intervention - Describing what to do when intervening during a crisis to ensure safety and when responding in the aftermath of crisis

Mediation - Programs focused on conflict resolution and responses to disruptive, aggressive, and violent student behaviors. Mediation programs are designed to enhance school liking, encourage social relationships, and promote academic competence.

Targeted Group Counseling - Theme specific group counseling designed to address a specific need such as anger management, assertive training, career pathways, or social skills.

At Risk Groups - Conditions thought to be characteristics of individuals, or situations of the context they are a part of, that are believed to create higher likelihoods of undesirable life outcomes (e.g., completing high school, avoiding premarital births), or to impact overall quality of life.

Conflict Resolution - Conflict resolution teaches effective ways to negotiate strategies and methods of dispute resolution that can be applied when negotiations break down.



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Attendance Management - Upkeep of attendance records. Monitor attendance and truancy cases and maintain records to support and coordinate Truancy Team meetings.

RTI (Response to Intervention) is a method of academic and behavioral intervention that is used to provide early, systemic assistance to students who are having difficulty in school.

TIER 1:

Social Skills Education - Teach students hard and soft skills. Hard skills include typing, computer skills, facility with spread sheets, math skills and system management. Soft skills include sociability, common sense, responsibility, integrity, and time-management, a sense of humor, motivation, empathy, and leadership.

Work Ready Program - Insure that a high school graduate can read, comprehend, interpret and analyze complex technical materials, use math to solve problems in the workplace, pass a state approved industry certification or licensure exam in their field.

Positive Behavior Support - Social workers have the understanding of what maintains an individual's challenging behavior. Positive behavior support is a strategy which meets the feasibility, desirability, and effectiveness of interventions. The challenging areas include communication skills, social skills, and self-management skills. This method of intervention allows for improved student-teacher, student-parent, and teacher-parent relationship.

Parent/Training Support - Professional learning to parents on truancy, McKinney-Vento, parenting classes and other related topics.

Improve Social Behavioral Skills - A school social worker has the knowledge and resources to develop an understanding of self and one's relationship to others. Improving social and behavioral skills prepares students to achieve successful careers.

Additional Definitions:

CCRPI (Georgia's College and Career Ready Performance Index) is a scoring measure for Georgia Public school, and it assesses student achievement (all indicators), progress on - state assessments - achievement gap closure (state assessment), and exceeding the bar (additional points added to overall scores).

Career Pathways - Career Pathways are sub-groupings of occupations and career specialties used as an organized tool for curriculum design and instruction. It focuses on easing and facilitating student transition from high school to work, technical college or a traditional college.