**SCHOOL SOCIAL WORK ASSESSMENT REPORT**

**School:**

**Student Name:** **Student #:**

**DOB:** **Grade Level:**

**Referred by:** **Permission to test Date:**

**Assessment Dates:**

**Parent(s)/Guardian(s): Phone:**

**Report Completed By: Report Date to Sp. Ed Team:**

Reason for Referral:

\_\_\_\_ Initial Evaluation \_\_\_ Three Year Re-Evaluation \_\_\_ Exit Evaluation

**Student’s Special Education Eligibility:**

**Criteria**:

*School Social Work services, provides supportive consultation and/or direct intervention to address social/emotional/behavioral barriers to learning that are having a negative impact on school success. School Social Work services do not address issues which are not affecting a student’s performance in the school setting.*

*Entry Criteria: Student demonstrates moderate to severe need for intervention based upon: observations, teacher’s ratings of SSBS-2, interview with parents, review of IEP history, and any other significant reports from school staff.*

*Exit Criteria:*

* *Student has met Social Work goals from IEP*
* *No new concerns have arisen*
* *Student no longer demonstrates moderate or severe need for support and/or monitoring*

**Description of Assessment instruments:**

* *The School Social Behavior Scales, second edition (SSBS-2)*measures a child’s behavior in the school settings in two scales: Social Competence (SC) and Antisocial Behavior (AB). The SC has three subscales: Self-Management/Compliance, Academic Behavior, and Peer Relations. The AB also has 3 subscales: Hostile/Irritable, Antisocial/Aggressive, and Defiant/Disruptive. The results will give levels of social functioning. For SC the levels range from: High Functioning, Average, At-Risk, and High Risk. For AB the levels are: Average, At-Risk, and High Risk.
* Levels of AB and SC at High Risk and At-Risk indicates that the rater perceives that student showing certain problems behaviors at a greater than average level. These behaviors require formal interventions.
  + - * In order for a Special Education student to show the need for Social Work interventions or continue to receive services, a student must meet criteria as described below:
* At least two scales or subscales in the High Risk and At-Risk levels of social functioning at school.

**RELEVANT BACKGROUND INFORMATION**:

*Demographic:*

*Education*:

*Health/Mental Health:*

*Outside interest:*

*Support system:*

**STUDENT STRENGTHS:**

*Student strengths:*

*Student needs:*

**SSBS-2 REPORT FINDINGS**

Rater 1:

Based on behaviors teacher observed social functioning resulted as follow:

|  |  |  |  |
| --- | --- | --- | --- |
| Social Competence Total: |  | Antisocial Behavior Total: |  |
| Subscales |  |  |  |
| Self-Management/Compliance |  | Hostile/Irritable |  |
| Academic Behavior |  | Antisocial/Aggressive |  |
| Peer Relations |  | Defiant/Disruptive |  |

Rater 2:

Based on behaviors teacher observed social functioning resulted as follow:

|  |  |  |  |
| --- | --- | --- | --- |
| Social Competence Total: |  | Antisocial Behavior Total: |  |
| Subscales |  |  |  |
| Self-Management/Compliance |  | Hostile/Irritable |  |
| Academic Behavior |  | Antisocial/Aggressive |  |
| Peer Relations |  | Defiant/Disruptive |  |

Rater 3:

Based on behaviors teacher observed social functioning resulted as follow:

|  |  |  |  |
| --- | --- | --- | --- |
| Social Competence Total: |  | Antisocial Behavior Total: |  |
| Subscales |  |  |  |
| Self-Management/Compliance |  | Hostile/Irritable |  |
| Academic Behavior |  | Antisocial/Aggressive |  |
| Peer Relations |  | Defiant/Disruptive |  |

Rater 4 :

Based on behaviors teacher observed social functioning resulted as follow:

|  |  |  |  |
| --- | --- | --- | --- |
| Social Competence Total: |  | Antisocial Behavior Total: |  |
| Subscales |  |  |  |
| Self-Management/Compliance |  | Hostile/Irritable |  |
| Academic Behavior |  | Antisocial/Aggressive |  |
| Peer Relations |  | Defiant/Disruptive |  |

Rater 5 :

Based on behaviors teacher observed social functioning resulted as follow:

|  |  |  |  |
| --- | --- | --- | --- |
| Social Competence Total: |  | Antisocial Behavior Total: |  |
| Subscales |  |  |  |
| Self-Management/Compliance |  | Hostile/Irritable |  |
| Academic Behavior |  | Antisocial/Aggressive |  |
| Peer Relations |  | Defiant/Disruptive |  |

Rater 6 :

States:

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Based on behaviors teacher observed social functioning resulted as follow:

|  |  |  |  |
| --- | --- | --- | --- |
| Social Competence Total: |  | Antisocial Behavior Total: |  |
| Subscales |  |  |  |
| Self-Management/Compliance |  | Hostile/Irritable |  |
| Academic Behavior |  | Antisocial/Aggressive |  |
| Peer Relations |  | Defiant/Disruptive |  |

Rater 7 :

Based on behaviors teacher observed social functioning resulted as follow:

|  |  |  |  |
| --- | --- | --- | --- |
| Social Competence Total: |  | Antisocial Behavior Total: |  |
| Subscales |  |  |  |
| Self-Management/Compliance |  | Hostile/Irritable |  |
| Academic Behavior |  | Antisocial/Aggressive |  |
| Peer Relations |  | Defiant/Disruptive |  |

**IMPRESSIONS & FACTORS IMPACTING EDUCATIONAL PERFORMANCE**

Based on the SSBS-2 results, parent interview, and this social worker observations, \_\_\_\_ would benefit from School Social Work Services due to: \_\_\_\_\_\_ *(Criteria that qualifies them for SSW)*

**FOCUS AREAS OF NEED:**

Areas of focus will be on the following goals:

**RECOMMENDATIONS:**

It is recommended that \_\_\_\_\_\_\_\_\_\_ would benefit from continued School Social Work services at a rate of \_\_\_\_minute/week in individual and/or group.

**Need for School Social Work interventions: No: Yes\_\_\_**

**Service Time Per Week:** *\_\_\_\_\_ minutes*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_*

*(Name and License of SSW)*

*School Social Worker*

*Cooperative Educational Services*