



*The Newsletter of the
Florida Association of School Social Workers
Spring 2013*

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President's Message



Winter 2012

Our new dynamic Executive Board of Past President Beverley Wilks; Vice President Dr. Laurel Thompson; Treasurer Bruce Vankirk; Secretary Kim Fredrick and myself as President have great plans but we need your involvement. I also want to give thanks to our Board's Committees, especially our legislative committee chairperson, Sandy SanMiguel for the wonderful job she has done informing us of important and related legislative issues.

For many, this is the Holiday Season, a time to reflect, to count our blessings, to make resolutions to do better. I ask you to appreciate the opportunity we have to serve others. I hope that one of your resolutions is to get involved in our state Association. FASSW believes deeply in our service mission.

The year 2012 is nearly gone and we have reached the midpoint of this school year. It is time to take stock of the goals we have set for ourselves, and the progress we have made toward them. Are we on track to achieve what we set out to accomplish?

I am a great believer in the importance of setting goals that are high, but realistic. A worthwhile goal should be within your reach, but still require you to stretch. Opening yourself to a new challenge helps you find out what you are really capable of, which may well be more than you think.

FASSW has set for ourselves a simple and vital goal: to do the most good we can for our members with what we have. To do this, we need your help; to improve accountability, transparency, and state visibility; and to focus our service more intensely in the areas where we know we can have the most impact.

It is not enough to bring new members into FASSW. We want them to stay. We want the new members to become longtime members. We want them to be FASSW leaders in the years to come.

When we invite a new member to join and that person's answer is no, we should ask why. This is not to pressure someone into joining. It is to find out more information. What are the obstacles to membership? Is it an inconvenience? Is it too much of a time commitment? Is it something else that we have not thought of?

It's easy to get discouraged, but I encourage you to get involved in your profession. Don't wait to be asked. As most of you know this is my second time becoming state President and it is with a great sense of privilege that I accept this responsibility. I feel very privileged to work with a committed and engaged Board, an incredibly talented and hard-working group of volunteers who are distinguished by their dedication and focus towards our state Association. I hope to have the support of all Florida School Social Workers, not only the members, but those who have not joined yet. FASSW needs the support of all, as we are agents of change. We are very grateful for your loyal support through membership. You form the core of our strength as we move forward to our 68th year as an Association. If I can be of any assistance do not hesitate to contact me. My goal this year is to recruit front leaders that are willing to take our Association to the next level.

Sincerely,

Wilfredo "Freddie" Nieves, MSW, PhD

FASSW President: 2012-2013



Past President's Message

Dear Colleagues and Friends:

Two years ago, I accepted the role to become the FASSW president from 2010-2012. As I depart from this responsibility, I want to thank you for giving me the opportunity to serve you. I want to thank the current members of the FASSW Executive Board, Board Committees and Special Committees for their guidance and support, and a special thanks to Sandy San Miguel; even though she has retired she is still committed to the FASSW organization.

It is my privilege to use this forum to inform you about a few of the initiatives that the FASSW worked to achieve and continue to implement as FASSW works towards the future for the benefit of our FASSW members, students, schools and our community.

In order to meet the growing needs of all of our members, 8 regions were developed, so that each region will have an active voice on the FASSW Board, through the FASSW president and the Region Board representative. The FASSW Board is working to make sure that each region has a representative as well the 63 counties.

FASSW is a member of the Coalition for the Education of Exceptional Students (CEES) and as a result FASSW is being heard in Tallahassee, through the FASSW Legislative platform. FASSW looks forward to a continued relationship with the Department of Education and the Student Support Services, through Gria Davison, DOE, State Consultant. FASSW is an affiliate of the national School Social Work Association of America (SSWAA). This will allow FASSW members to join or renew their membership with SSWAA at a reduced cost.

FASSW is a dynamic organization, and I have been blessed to serve as the president for the past two years. As you read my message today, please make a commitment! We need additional FASSW members to become active in their organization. I encourage you to take an active role, because FASSW needs your **ACTIVE** support more than ever. “The FASSW Board of Directors is committed to preserving the much-needed school social worker positions we hold in our district schools, we believe that it is important to educate our legislators, so they can support our diversified roles within schools and increase our ratios in order for us to do our jobs effectively to improve achievement for individual students. The students and families we serve need us now... more than ever! **Let's work together** to ensure that School Social Workers are not trimmed from the state's budget—sign up to represent your county, region, or to volunteer on one of the FASSW committees today!

Beverley Wilks, MSW
Past President, FASSW 2010-2112



EXECUTIVE BOARD 2012-13

President- W. Freddie Nieves, MSW, PhD

Vice President- Laurel Thompson, MSW, PhD

Immediate Past President- Beverly Wilks, MSW

Treasurer- Bruce Van Kirk, BSW

Secretary-Kim Frederick, MSW

BOARD COMMITTEES

Annual conference- Benita Tillman Brown, MSW. Ed.D; **Attendance Symposium-** W. Freddie Nieves, MSW, PhD; **Awards-** open; **Children’s Committee-** open; **Continuing Education (CEU)-** W. Freddie Nieves, MSW, PhD; **Cross Cultural Connections-** open; **Legislative/Government Affairs-** Sandy San Miguel, MSW; **Newsletter-** Beverly Wilks, MSW; **Nominating-** open; **Regional Board Representative-** Rhonda Terpak, MSW; **Supervisors/Administrators-** Dianne Martin-Morgan, MSW

SPECIAL COMMITTEES

Membership- Sandy San Miguel, MSW; **Scholarship-** Regina Whyte, MSW;

Student Representative- open; **Suicide Prevention Coalition-** open; **University Liaison-** open

Marketing/Publicity – Karie Johnston, MSW

Ad Hoc Member - School Social Work Consultant – Gria B. Davison, MSW

Florida Department of Education (Student Support Services Project)

The Descriptor for the Open Committee Seats

Board Standing Committees

The Standing Committee chairpersons shall: (a) be responsible for leading their committee members in the functions of their work; and (b) report to the President on the progress of their committee as requested. Present openings are as follows:

1. **The Scholarship Committee** shall distribute and collect applications from qualified graduate students of social work who are interested in school social work as a career. They will review applications, and select recipients for the association's scholarship. The committee will submit the names of the proposed recipients and the amount of each award to the Board for final approval.

2. **The Cross-Cultural Connections Committee** shall review and recommend workshops and legislative proposals to uphold standards of practice that recognize the diversity of our students, their families and our Association membership.

3. **The Children's Fund Committee** shall coordinate, review, and recommend financial assistance to aid children. The committee shall coordinate fundraising and expenditures for final approval by board members.

Board Special Committees shall be appointed from time to time as deemed necessary by the President of the Association, or the Board, in order to carry on the work of the Association. These committees shall be reviewed annually. The chairpersons/representatives are appointed by the President and shall report to the President of its progress as requested.

Current Board Committee openings are as follows:

1. **Suicide Prevention Council**

This person will be the FASSW Board representative on the Governor's Statewide Suicide Prevention Council.

2. **Student Representative**

This person will represent all students enrolled in our state's schools of social work and will bring items of interest and concern regarding their needs for consideration and action as feasible.

3. **University Liaison**

This person will be the contact person with the schools of social work educators and administrators bringing updates about curriculum or other university or college changes that may affect our profession.

4. **Awards Committee**

This person's committee will be responsible for collecting nominations from membership and selecting a winner for SSW, Administrator and Citizen of the Year awards presented annually by FASSW at its state conference.

FASSW 2013 Legislative Priorities

Increasing Access to Mental Health Services: Advocates increasing school based access to mental health services that will promote school safety, reduce dropout rates, increase learning and enhance suicide prevention services. School social workers are clinically trained mental health professionals who also provide extended social casework services to meet parent concerns and focus on the total needs of the child. These services help improve the behavior, safety and academic success of all students.

Multi-Tiered System of Student Supports: Endorses enhanced early intervention strategies available through the *MTSS* initiative that identifies services to help remedy diverse problems prior to a consideration of the child for special education services. School social workers are clinically trained and problem solving professionals who when involved with *MTSS* can promote and improve the student's engagement in the learning process that will lead to positive educational outcomes.

Increasing Access to Remedial Services: Supports increasing access to remedial services that enhances learning and reduces the dropout rate for at-risk students. School social workers help improve the behavior, safety and academic success of all students.

Disproportionality: Strongly supports FDOE initiatives that discourage over-representation of minority students in special education classes, out-of school suspension and expulsion rates or their under-representation in gifted classes and enrichment educational services.

Student Progression: Continues to support the use of reasonable "good cause" exemptions for deciding educational progress and encourages progressive legislation that addresses the social, emotional, health and economic needs of all students.

Race-to-the-Top Federal Funding: FASSW urges parity in the distribution of *RTTT* federal funding in order to help support school social work services. We are experts in providing linkages between families, schools and community-based resources. We improve parental involvement and student attendance that impacts overall academic performance.

Promoting Equality: Strongly supports all legislative action, state propositions or administrative rules that promote equal educational, health, social services, status, housing or employment opportunities to all individuals.

Professional Equity Issues: Endorses any legislative initiative that provides equity between classroom teachers and student services personnel in such areas as *Lead Teacher* bonus, *School Improvement* incentives and *Merit Pay* programs. School social workers are certified teachers whose professional roles enhance the learning process in the classroom.

Inclusion in the Excellent Teacher Program: Urges legislative action that will accept alternative national credentials such as the Masters level, *Certified School Social Work Specialist* for the purpose of participating in the Florida Excellent Teacher Program.

Legislative Contacts

Sandy San Miguel, Government Affairs: sanmiguel1969@earthlink.net (407-920-3187)

Dr. Wilfredo "Freddie" Nieves, President: freddi_nieves@scps.k12.fl.us (407-329-9362)

CEES 2013 Legislative Priorities

Funding

- * Provide increases to the ESE guaranteed allocation for inflation and growth of students including K-12 gifted programs.
- * Restore funding of the critical statewide infrastructure support programs for serving students with exceptionalities:
 - O Challenge Grants for the gifted;
 - O Florida Diagnostic and Learning Resources System (FDLRS);
 - O Florida Instructional Materials Center for the Visually Impaired (FIMCVI) and special funds for the instructional materials needed by students who are visually impaired;
 - O Resource Materials and Technology Center for Deaf / Hard of Hearing;
 - O Severely Emotionally Disturbed Network (SEDNET); and,
 - O Very Special Arts Florida
- * Continue intervention programs such as:
 - O Blind Babies Program;
 - O Centers for Autism and Related Disabilities (CARD); and,
 - O Florida Diagnostic and Learning Resource Centers (university programs).
- * Fully fund all student transportation including costs for gifted programs and expenses associated with orientation and mobility training, community based instruction and job placement services.

Safe Learning Environment

- * Ensure that discipline decisions relating to students with disabilities are reviewed individually in the context of the student's Individualized Education Plan (IEP) and provide funded training for personnel to handle specific behavioral considerations.
- * Expand evidence based practices such as Positive Behavior Supports designed to proactively teach social skills and positive character traits to decrease occurrence of discipline issues for all students.
- * **Fund alternative programs to reduce the large number of referrals to law enforcement, out-of-school suspensions, and expulsions to keep students involved in the learning process.**
- * Eliminate the use of corporal punishment in the public schools.

- * **Support mental health services for students, including wrap around and community linkages for students PreK-12.**
- * **Continue to support implementation of strategies that eliminate bullying in all forms.**

Personnel

- * Continue training for teachers, teaching assistants, school administrators, and families including functional assessment, Autism, behavioral interventions and response to intervention.
- * Require specialized training such as paid internships or competency demonstration for persons licensed via alternative certification, and those teachers adding subject area certification by exam only.
- * Study the delivery models for instruction for students with exceptionalities and implementation of multi-tiered system of supports to insure adequate staffing and training for those who are providing and evaluating services.
- * Protect Chapter 490 and Chapter 491 licensure and certification for school psychologists and behavior analysts.
- * **Provide adequate numbers of student services personnel** (professional school counselors, school social workers, school psychologists, behavior analysts and educational interpreters).

Access

- * Eliminate any possibility that class sizes will be reduced for general education classes by increasing class sizes for students with disabilities because specialized program needs of these students demand teacher to student ratios far below the Constitutional caps while also insuring that opportunities for inclusion for students with disabilities are not reduced.
- * **Promote early screening and implement effective interventions for all children for academic, emotional and behavioral difficulties.**
- * Maintain current law that establishes that students who are gifted have an absolute right to appropriate instruction, and provide appropriate funding across the spectrum of K-12 services, including students who are twice exceptional.
- * Increase direct services for exceptional students by reducing paperwork and number of preparations for instructional personnel working with exceptional students.
- * Remove barriers to admission for students with disabilities into secondary career education and postsecondary programs by allowing documentation such as a summary of performance to substitute for current assessment requirements.
- * Enhance interventions provided in early school years and increase access to remedial services for all students who have been retained or are likely to be retained because of FCAT scores or high school end of course exams, especially those students who have been retained multiple times.

- * Ensure availability of appropriate and accessible instructional materials, including online materials, by including adapted features and specialized formats and assistive technology for access to curriculum and to meet state accountability requirements.

Accountability

- * **Make sure that performance pay and teacher evaluation requirements are fair to ESE resource teachers and student services personnel who are working with students across the entire continuum of services.**
- * **Ensure that all administrators or other personnel making evaluations of ESE teachers and/or student services personnel have the training or support to recognize the accepted standards for these professionals.**
- * Mandate equivalent academic accountability measures, as are required of the public schools, for students with disabilities enrolled in school choice programs while maintaining recently passed fiscal accountability measures applying to choice programs.
- * Ensure that evidence/research-based data is used in the selection of instructional resources and programs.

Items highlighted in yellow were items of particular importance to FASSW.

FASSW REGIONS

Rhonda Terpak is the FASSW Board Regional Representative: rterpak@aol.com

Making a difference starts with you:

As you are aware we have divided Florida into the following Regions in order to help communicate with our members on a regular and timely basis. I do understand that making a commitment to become a Board member can be overwhelming at first, but if you volunteer to assist in your region/county you can make difference. We need volunteers to assist so that this organization can be viable.

The Regions are as noted below:

1. Central Region - 9 Counties: Marion, Sumter, Lake, Seminole, Orange, Osceola, Polk, Hardee and Highlands.

The Region Rep for the Central Region is Karie Johnston: Karie.Johnston@ocps.net and the county reps are:

Lake County: Bob Griffin:

Orange County: Barbara Resnick: Barbara.Resnick@ocps.net

Osceola County: Elizabeth Lane: lanee@osceola.k12.fl.us

Polk County: Jennifer Rojas:

Highlands County: Christa Hampton:

Seminole County: Gillian Zagers: Gillian_zagers@scps.k12.fl.us

2. Central East Region - 5 Counties: Volusia, Brevard, India River, Okeechobee and St. Lucie.

The Region Rep for the Central East Region: Barbara Roddenberry:

Brevard County: Carey Dixon

Indian River County: Dory Webber:

Lucie County: Stacey Cason: StaceyCason@St.lucieschools.org

3. Central West Region - 8 Counties: Citrus, Hernando, Pasco, Pinellas, Hillsborough, Manatee, Sarasota and DeSoto

The Region Representative for the Central West Region: David Chamberlin:

Dachamber@passco.k12.fl.us

Hernando County Cynthia Jackson: Jackson_c@hcsb.k12.fl.us

Pasco County: NCatania@pasco.k12.fl.us

Pinellas County: Debbie Belk: Belkd@pcsb.org

Hillsborough County: Julian Dolce: Joyfuljd@gmail.com

Hernando County Cynthia Jackson: Jackson_c@hcsb.k12.fl.us

Manatee County: Richard White: White.r@manateeschool.net

Sarasota County: Julie Odenweller: Julie_Odenweller@sarasota.k12.fl.us

4. North Central Region - 16 Counties: Gadsden, Leon, Wakulla, Jefferson, Madison, Taylor, Hamilton, Suwannee, Lafayette, Dixie, Columbia, Union, Bradford, Gilchrist, Alachua, Levy.

The Region Rep for the North Central Region: Rhonda Brooks:

Leon County: Ruth Boykin: Boykinr@leonschools.net

5. Northeast Region - 7 Counties: Baker, Nassau, Duval, Clay, St Johns, Putman and Flagler

The Region rep is Regina Davis Smith: Smithr9@duvalschool.org

We are still looking for county representatives for the 7 counties

6. Northwest Region - 12 Counties: Escambia, Santa Rosa, Okaloosa, Walton, Holmes, Washington, Bay, Jackson, Calhoun, Liberty, Gulf, and Franklin

We are still looking for county representatives for the 12 counties

7. Southeast Region - 5 Counties: Martin, Palm Beach, Broward, Miami-Dade, Monroe

The Southeast Region rep is: Liliana Pardo-Posse: Liliana.posse@browardschools.com

Broward County: Martina Parker Sobers: Martina_parker_sobers@Browardschools.com

8. Southwest Region - 5 Counties: Charlotte, Glade, Lee, Hendry, Collier



Remembering Barbara Mills, MSW (1950-2012)

Barbara was an asset to our Broward County Teen Parent Social Work team. She advocated tirelessly for teen parents to ensure they were able to stay in school or transfer to a different educational setting in order to graduate from high school and become good parents, if they chose to keep their children. She often had to confront obstacles within school settings that prohibited some students from being able to attend their home school and she would exhaust every avenue possible to help students succeed.

She was a support to the families of these students, and she even performed many extra duties such as becoming certified to teach classes in Shaken Baby Syndrome and would teach classes in baby safety to students. I arranged for her to speak to a group of my pregnant and parenting teens several years ago and she did an excellent job in helping these students to understand the importance of how to keep their babies safe. She was interesting and engaging, and besides learning from her presentation, the students told me later how her visit had such a positive impact on how they viewed the safety of their children. Barbara also was certified to teach parenting courses that the court system required for some parents, and she did this at night even though she worked full-time during the day.

Barbara also was very willing to help when another Teen Parent Social Worker was absent due to illness or other circumstances, and she and I always substituted for each other. When my husband had major

surgery and I needed to be off from work for a week, I asked Barbara if she would take calls and fill in for me as she could and, without hesitation, she was more than willing to help.

Barbara's devotion to students was evident even as she was having health problems and she did the very best she could even when in pain or discomfort. She is an amazing example of a dedicated Social Worker and she deserves praise and honor for her many years of service to students and their families. She will be missed not only by the Broward County Social Work staff but by those around the state who knew and loved her, the staff of the many schools in which she served, but most of all by the hundreds of students and their families on whom she made a positive and lasting impact.

Award Recipient: FASSW School Social Worker of the Year 2012

Pat Crosby, from Hillsborough County, is our School Social Worker of the Year 2012. In his nomination statement, her immediate supervisor Richard Strickland wrote "Patricia is an outstanding person who has dedicated her life to assisting students, families and staff! She has been an active participant in many FASSW conferences and a frequent presenter who has pioneered the use of RTI in regard to attendance". Dr. Ken Gaughan, Hillsborough County's Supervisor of School Social Work Services also sent a nomination letter supporting her selection. In it, he wrote, "Patricia has been a school social worker in this district for over thirty years. She has worked as an itinerant staff member and was the first full-time school social worker at one of the Title 1 schools. Patricia's outstanding work helped develop an effective service model which has resulted in over twenty sites in the district having full-time social workers this school year, including elementary, middle, and high. For the last several years, Patricia has been a district-wide school social worker for attendance remediation services. Again due to her hard work, there are now two school social workers in this position, including Patricia. The Superintendent is well informed about Patricia's work and actually had a meeting with me, to establish this second unit, in spite of challenging economic times. Why is Patricia so successful? She is well-trained, dedicated, strong, determined, and giving... one who values education, believes in family involvement, and is determined to help students overcome barriers which interfere with school success. She is very willing to share her expertise and many count on her for training, consultation, support, understanding, and planning for additional services to help students and families. She "reaches out" and has very good communication and is respected by Judges, the State's Attorney Office, Probation and Parole, Juvenile Justice, Family Services, and other community groups. Patricia has presented at several professional conferences and is often on the "cutting edge" to improve services and practices."

FASSW salutes Pat Crosby as the 2012 recipient of the FASSW School Social Worker of the Year.

Award Recipient: FASSW Citizen of the Year 2012

Dr. Ted Johnson for many years has shown outstanding support of the school social work services provided by Seminole County Public Schools. He has been an educator for 29 years. His written comments underline his commitment to public education: "Public education is the corner stone to our democratic society but, more importantly, the system represents an equal opportunity for children to learn and grow into productive adults. There is no other profession that affords the opportunity to make a positive and lasting impact on a child's life. Anyone who engages in this profession appreciates that the rewards gained from helping others far outdistance financial compensation".

The nomination statement stated, "As an assistant principal at Tuskawilla Middle School for the past 11 years, he has been a strong advocate of our social work services and has arranged to provide working space and equipment for our staff. Often, Dr. Ted has worked tirelessly above and beyond his duty hours to accommodate special SSW activities such as weekend Community Service Fairs, Parent Groups or special events. For the last few years, he has encouraged and helped organize student led activities at his middle school that has raised thousands of dollars for our district's Needy Children's Fund. At present, he is the elected board president of Seminole County's huge subdivision: Tuscawilla Homeowners Association. In this position and as publisher of its *Tuscawilla Today* newsletter, he has fostered family oriented activities and advocated strongly for our local public schools and community providers to offer programs and services directed at helping children and families in need. All who get to know or work with Dr. Ted find that he has an approachable demeanor, a can-do attitude, together with a great sense of humor. You can always count on him to help our school social workers. For these and other reasons too numerous to list, we proudly nominate Dr. Ted Johnson for selection as our 2012 *FASSW Citizen of the Year*.

Spotlight by NASW on School Social Worker

Donna McDonald, 2012 Social Worker of the Year, Heartland Unit, National Association of Social Workers, Florida Chapter

Donna McDonald is the 2012 Social Worker of the Year for the Heartland Unit of the National Association of Social Workers, Florida Chapter. Donna McDonald has worked in the field of social work since 1964 and had great experiences working with the Department of Children and Families, The Florida Baptist Children's Home and the Polk County School Board.

She has used her skills as a social worker as the Dean of Students and Assistant Principal at Bill Duncan Opportunity School. She has also taught in the classroom as an elementary school teacher. She was one of the first school social worker's in Polk County Schools, replacing the truancy officer/visiting teacher position.

In 2008, she became the Senior Manager of Social Work Services, Polk County Schools. She was the first social work supervisor in Polk County Schools to hold degrees in social work and licensure as a LCSW. Under her leadership the social work department flourished as school personnel further recognized the vital contributions that social work services can make in student achievement. Donna has demonstrated passion for the social work profession and dedication to the students of Polk County Schools. The Heartland Unit of NASW, Florida Chapter is proud to name her 2012 Social Worker of the Year.

School Social Work Association of America
2012 Summer Update

Doug Spohn from Pinellas County attended the SSWAA Leadership/Legislative Conference in June, held in Washington DC. This year's legislative priorities include education funding for Fiscal Year 2013. SSWAA urges the president and congress to work together to ensure that Education and other non defense discretionary programs are not victims of reduced funding and sequestration is avoided.

SSWAA also urges Congress to continue to fund the Elementary and Secondary School Counseling Program as it is the *only* federal program providing support to school districts to expand school counseling programs. In this program qualified school social workers provide school counseling services. Also of note, the Department of Education is recommending a block grant for such programs as ESEA and ESSCP under the umbrella of "Successful, Safe, and Healthy Students", a bill sponsored by Senator Harkin (D-IA).

The School Social Workers Improving Student Success Act sponsored by Representative Gwen Moore (D-WI) continues to be lauded and supported by SSWAA. This bill still needs additional co-sponsors in the House and a companion bill introduced in the senate. Please contact your legislators, urging them to consider this bill.

SSWAA also supports the reauthorization of the Elementary and Secondary Education Act (No Child Left Behind). SSWAA is in favor of changing the term "Pupil Services Personnel" to "Specialized Instructional Support Personnel" and is more accurately reflects the work that school social workers and others do in the schools.

Finally last winter Doug met with Senator Bill Nelson's Tampa Bay regional director, Shara Anderson, to lobby for support of Senator Al Franken's bill, the Student Nondiscrimination Act. This bill would provide protection from bullying of gay, lesbian, bisexual, transgender, and questioning students, along with their allies.

In recognition of Doug's efforts in Florida Senator Franken invited him for breakfast one morning. While at breakfast Doug and the Senator discussed the bill and the need for more senate sponsors. Senator Nelson has signed on. Senator Rubio has not but Franken is hopeful that after hearing from his constituents in Florida, that Rubio will support the bill as well. Senator Franken personally thanked Doug for all the work he has done in Florida.

Contact Your Florida Senators

Senator Bill Nelson (D)

716 Senate Hart Office Building
Washington, DC 20510
Phone: 202-224-5274

www.billnelson.senate.gov/

Senator Marco Rubio (R)

317 Hart Senate Office Building
Washington DC, 20510
Phone: 202-224-3041

www.rubio.senate.gov/

Web-based Resources

Crisis Prevention, Intervention and Response

Resources for Schools and Educators

Florida's Positive Behavior Support Project <http://flpbs.fmhi.usf.edu/>

The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) - <http://www.sednetfl.info/>

School Social Work Association of America (SSWAA) - www.sswaa.org

- Crisis Intervention Resources for School Personnel
- Mental Health Response to Mass Violence & Terrorism
- Debriefing: Guidelines for Working with Students After a Tragedy
- Coping with Violence and Traumatic Events
- Common Reactions After Trauma
- Guidelines for Working with Traumatized Children
- Helping Children Cope with Tragedy Related Anxiety
- Identifying Seriously Traumatized Children

National Association of School Psychology (NASP) - www.nasponline.org

- Comprehensive School Safety Recommendations
- Helping Children Cope With Crisis: Care for Caregivers
- Talking to Children About Violence: Tips for Teachers and Parents
- Dealing with a Death in School
- Tips for School Administrators for Reinforcing School Safety
- Tips for Teachers/Parents Following School/Community Violence

SAMHSA – www.samhsa.org - Disaster Distress Helpline

(Substance Abuse and Mental Health Services Administration)

Resources for Parents

School Social Work Association of America – www.sswaa.org

- *Helping Children Cope with Violence: What Parents Can Do*
- *After the Trauma: Helping My Child Cope*
- *Childhood Traumatic Grief Educational Materials*
- *Common Reactions After Trauma*
- *Coping with Crisis: Helping Children with Special Needs*
- *Tips for Talking to Children and Youth After a Crisis Event*

School Based Mental Health Addressing Students Mental Needs

The *Facts about School Mental Health Services* handout (attached) provides a national perspective on the need for school mental health services and the rationale for providing such services in school settings.

Numerous national studies suggest that about 1 in 5 children and adolescents (~ 20%) experience signs and symptoms of a mental health problem. There are nearly 2.7 million public school students in FL. Given a prevalence rate of 20%, we would expect about 1/2 million children and adolescents in FL have mental health issues. This figure gives us an estimate of the scope of the problem and the magnitude of the challenge facing us.

How do schools provide mental health services and behavioral supports?

The Florida Department of Education, through the Bureau of Exceptional Education and Student Services and the Office of Safe Schools, promotes a system of support that focuses on prevention and early intervention to address student mental health needs.

(Refer to Color Graphic, *System of Supports for School-based Mental Health Services*)

This graphic illustrates a system of support designed to meet the needs of all students and by providing a continuum of interventions and efficiently allocating (limited) resources according to student need, and focusing on prevention and early intervention.

- 1) Continuum of support (increasing intensity) – Below each arrow are examples of interventions provided to students at each level of support
 - a. School-wide supports that are prevention focused and foster positive, healthy school environments (ALL) – Most bang for buck. Build protective factors.
 - b. Targeted, supplemental interventions for groups of students needing additional supports (SOME)
 - c. Intensive, individual interventions for students whose mental health problems are the most severe (FEW) – For many of these students, school mental health services must be integrated with community services on a continuum of care.
- 2) Level of support based on student need
- 3) Schools use data and a problem solving process to match support to student need.

The interventions are identified, developed, implemented, and monitored by teams (including parents) using a data-based, problem-solving process.

- School-based Problem-solving Team (also at district level)
- Individual Educational Plan (IEP) Team for students with disabilities
- Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)

Facts About School Mental Health Services

**American Counseling Association, American School Counselor Association,
National Association of School Psychologists, School Social Work Association of America**

Need for School Mental Health Services

- Approximately 2.2 million adolescents aged 12 to 17 reported a major depressive episode in the past year and nearly 60% of them did not receive any treatment (Substance Abuse and Mental Health Services Administration, 2005a).
- According to the U.S. Surgeon General, in the course of a year approximately 20% of children and adolescents in the U.S. experience signs and symptoms of a mental health problem and 5% experience “extreme functional impairment” (U.S. Department of Health and Human Services, 1999). The dropout rate for students with severe emotional and behavioral needs is approximately twice that of other students (Lehr et al., 2004).
- Two thirds of school districts reported in the 2002-03 school year that the need for mental health services had increased since the previous year, and one third reported that funding for mental health services had decreased in that time (Foster et al, 2005).

Rationale for Providing Mental Health Services in Schools

- To effectively address barriers to learning, schools must weave resources into a cohesive and integrated continuum of interventions that promote healthy development and prevent problems; allow for early intervention to address problems as soon after onset as feasible; and that provide assistance to those with chronic and severe problems (Adelman & Taylor, 2006).
- The U.S. Surgeon General considers schools to be a major setting for the potential recognition of mental disorders in children and adolescents, while acknowledging that trained staff and options for referral to specialty care are limited (U.S. Department of Health and Human Services, 1999).
- Students are substantially more likely to seek help when school-based mental health services are available (Slade, 2002).
- The Carnegie Council Task Force on Education of Young Adolescents (1989) concluded that, while school systems are not responsible for meeting every need of their students, schools must meet the challenge when the need directly affects learning.

Positive Outcomes for Children and Adolescents

- Students who receive social-emotional support and prevention services achieve better in school (Greenberg et al., 2003; Welsh et al., 2001; Zins et al., 2004).
- A recent major study revealed that higher levels of school bonding and better social, emotional, and decision making skills predict higher standardized test scores and grades; attention problems, negative behavior of peers, and disruptive and aggressive behavior predict lower test scores and grades (Fleming et al., 2005).

- Expanded school mental health services in elementary schools have been found to reduce special education referrals, improve aspects of the school climate (Bruns et al., 2004) and produce declines in disciplinary referrals, suspension, grade retention, and special education referrals and placement among at-risk students (Substance Abuse and Mental Health Services Administration, 2005b).
- School-based mental health programs for elementary school children experiencing severe emotional and behavioral difficulties have demonstrated reductions in conduct disorder behavior, attention deficit/hyperactivity, and depression (Hussey & Guo, 2003).

Cost/Benefit Analyses

- The Institute of Medicine has reported that analyses of the economic costs and benefits of early childhood interventions for low-income children have demonstrated savings in public expenditures for special education, welfare assistance, and criminal justice (Shonkoff & Phillips, 2000).
- Nearly \$200 billion a year in economic losses could be recouped by raising the quality of schooling, investing more in education, and lowering dropout rates (Teachers College, Columbia University, 2005).
- The Seattle Social Development Project, targeting elementary students, has been estimated to provide net benefits of \$9,837 per student in averted long-term social problems (Aos et al., 2004).
- School-based drug abuse prevention programs have been conservatively estimated to provide \$840 in social benefit per student, compared to a program cost of \$150 per student (Caulkins et al., 2004).

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How are students identified? (as having mental health needs)

- Referred by parent or teacher or student
- Early Warning System that uses data such as Grades, Attendance, and Office Discipline Referrals.
- *Who are they?* Students with Disabilities
 - 352,000 (> 65,000 who based on the disability classification, may have mental health issues: 21,000 EBD; 22,000 ASD; 23,000 OHI)

Who provides mental health services in schools?

Each district employs Student Services personnel – professionals with mental health training working in schools. Student Services personnel include school social workers, school

psychologists, school counselors and school nurses. Student Services personnel address mental health by providing individual and group counseling, suicide assessment, crisis intervention; and consultation with teachers and families. Although trained to provide mental health services, school social workers, school psychologists and school nurses typically serve multiple schools. A problem solving approach applied at the district and school levels helps make decisions about how to most effectively use student services personnel.

- School Social Workers – 1,008 (1: 2,658)
- School Psychologists – 1,381 (1: 1,940)
- School Counselors - 5,453 (1: 491)
- School Nurses – 1,163 (1: 2286)
- Other mental/behavioral health specialists include Contracted Mental Health professionals and Behavior Analysts

How do schools respond to crisis situations?

Crisis Intervention Teams responsible for Crisis Intervention and Response. Common crisis situations include student/faculty deaths, suicides, and natural disasters (e.g., hurricanes). Student Support Services and Safe Schools (FDOE) collaborate to provide guidance/ resources to educators and families in crisis situations. The *Web-Based Resources Crisis Prevention, Intervention, and Response* Handout is an example of the type resources to assist administrators, teachers, and families respond after a crisis.

- Dealing with aftermath of emotions of students, parents and school staff
- How to talk about these incidents with students in an age-appropriate way
- Tools to help educators and parents create a sense of normalcy and safety

Examples – Natural disasters (e.g., Katrina, Haiti Earthquake, Tsunami in Japan)

Data: Teams trained in PBS; Teams trained in Problem Solving

MANAGING YOUR PERSISTENT FEARS, ANXIETIES, AND STRESSES

By: Stanley Popovich (Stan Popovich is the author of "A Layman's Guide to Managing Fear Using Psychology, Christianity and Non Resistant Methods" - an easy to read book that presents a general overview of techniques that are effective in managing persistent fears and anxieties. For additional information go to: <http://www.managingfear.com/>)

Everybody deals with anxiety and depression, however some people have a difficult time in managing it. As a result, here is a brief list of techniques that a person can use to help manage their most persistent fears and every day anxieties.

When facing a current or upcoming task that overwhelms you with a lot of anxiety, the first thing you can do is to divide the task into a series of smaller steps. Completing these smaller tasks one at a time will make the stress more manageable and increases your chances of success.

Sometimes we get stressed out when everything happens all at once. When this happens, a person should take a deep breath and try to find something to do for a few minutes to get their mind off of the

problem. A person could get some fresh air, listen to some music, or do an activity that will give them a fresh perspective on things.

A person should visualize a red stop sign in their mind when they encounter a fear provoking thought. When the negative thought comes, a person should think of a red stop sign that serves as a reminder to stop focusing on that thought and to think of something else. A person can then try to think of something positive to replace the negative thought.

Another technique that is very helpful is to have a small notebook of positive statements that makes you feel good. Whenever you come across an affirmation that makes you feel good, write it down in a small notebook that you can carry around with you in your pocket. Whenever you feel depressed or frustrated, open up your small notebook and read those statements. This will help to manage your negative thinking.

Learn to take it one day at a time. Instead of worrying about how you will get through the rest of the week, try to focus on today. Each day can provide us with different opportunities to learn new things and that includes learning how to deal with your problems. You never know when the answers you are looking for will come to your doorstep. We may be ninety-nine percent correct in predicting the future, but all it takes is for that one percent to make a world of difference.

Take advantage of the help that is available around you. If possible, talk to a professional who can help you manage your depression and anxieties. They will be able to provide you with additional advice and insights on how to deal with your current problem. By talking to a professional, a person will be helping themselves in the long run because they will become better able to deal with their problems in the future. Remember that it never hurts to ask for help.

Dealing with our persistent fears is not easy. Remember that all you can do is to do your best each day, hope for the best, and take things in stride. Patience, persistence, education, and being committed in trying to solve your problem will go along way in fixing your problems.

A REVIEW OF TECHNIQUES IN MANAGING DEPRESSION

By Stanley Popovich

Some people have a difficult time in managing their depression. Sometimes, their depression and fears can get the best of them. As a result, here is a short list of techniques that a person can use to help manage their depression.

One of the ways to manage your depression is to challenge your negative thinking with positive statements and realistic thinking. When encountering thoughts that make you fearful or depressed, challenge those thoughts by asking yourself questions that will maintain objectivity and common sense. For example, your afraid that if you do not get that job promotion then you will be stuck at your job forever. This depresses you, however your thinking in this situation is unrealistic. The fact of the matter is that there all are kinds of jobs available and just because you don't get this job promotion doesn't mean that you will never get one. In addition, people change jobs all the time, and you always have that option of going elsewhere if you are unhappy at your present location.

Some people get depressed and have a difficult time getting out of bed in the mornings. When this happens, a person should take a deep breath and try to find something to do to get their mind off of the problem. A person could take a walk, listen to some music, read the newspaper or do an activity that will

give them a fresh perspective on things. Doing something will get your mind off of the problem and give you confidence to do other things.

Sometimes, we can get depressed over a task that we will have to perform in the near future. When this happens, visualize yourself doing the task in your mind. For instance, you and your team have to play in the championship volleyball game in front of a large group of people in the next few days. Before the big day comes, imagine yourself playing the game in your mind. Imagine that your playing in front of a large audience. By playing the game in your mind, you will be better prepared to perform for real when the time comes. Self-Visualization is a great way to reduce the fear and stress of a coming situation.

Another technique that is very helpful is to have a small notebook of positive statements that makes you feel good. Whenever you come across an affirmation that makes you feel good, write it down in a small notebook that you can carry around with you in your pocket. Whenever you feel depressed, open up your small notebook and read those statements.

Take advantage of the help that is available around you. If possible, talk to a professional who can help you manage your fears and anxieties. They will be able to provide you with additional advice and insights on how to deal with your current problem. By talking to a professional, a person will be helping themselves in the long run because they will become better able to deal with their problems in the future. Managing your fears and anxieties takes practice. The more you practice, the better you will become.

The techniques that I have just covered are some basic ways to manage your depression, however your best bet is to get some help from a professional.

MANAGING THE FEAR AND ANXIETY OF THE UNKNOWN

By Stanley Popovich

All most everybody worries about what will happen in the future. The prospect of not knowing if something good or bad will happen to you in the near future can produce a lot of fear and anxiety. As a result, here is a list of techniques and suggestions on how to manage this fear of dealing with the unknown.

Remember that no one can predict the future with one hundred percent certainty. Even if the thing that you are afraid of does happen there are circumstances and factors that you can't predict which can be used to your advantage. For instance, let's say at your place of work that you miss the deadline for a project you have been working on for the last few months. Everything you feared is coming true. Suddenly, your boss comes to your office and tells you that the deadline is extended and that he forgot to tell you the day before. This unknown factor changes everything. Remember that we may be ninety-nine percent correct in predicting the future, but all it takes is for that one percent to make a world of difference.

Learn to take it one day at a time. Instead of worrying about how you will get through the rest of the week or coming month, try to focus on today. Each day can provide us with different opportunities to learn new things and that includes learning how to deal with your problems. When the time comes, hopefully you will have learned the skills to deal with your situation.

Sometimes, we can get anxious over a task that we will have to perform in the near future. When this happens, visualize yourself doing the task in your mind. For instance, you and your team have to play in

the championship volleyball game in front of a large group of people in the next few days. Before the big day comes, imagine yourself playing the game in your mind. Imagine that you're playing in front of a large audience. By playing the game in your mind, you will be better prepared to perform for real when the time comes. Self-Visualization is a great way to reduce the fear and stress of a coming situation and increase your self-confidence.

Remember to take a deep breath and try to find something to do to get your mind off of you anxieties and stresses. A person could take a walk, listen to some music, read the newspaper, watch TV, play on the computer or do an activity that will give them a fresh perspective on things. This will distract you from your current worries.

A lot of times, our worrying can make the problem even worse. All the worrying in the world will not change anything. All you can do is to do your best each day, hope for the best, and when something does happen, take it in stride. If you still have trouble managing your anxiety of the future, then talking to a counselor or clergyman can be of great help. There are ways to help manage your fear and all it takes is some effort to find those answers.

NEVER LOSE HOPE IN DEALING WITH YOUR FEARS AND ANXIETIES

By: Stanley Popovich

When your fears and depression have the best of you, it is easy to feel that things will not get any better. This is not true. There is much help available in today's society and the best way to deal with your fears is to find effective ways to overcome them. As a result, here are some techniques a person can use to help manage their fears and anxieties.

You never know when the answers you are looking for will come to your doorstep. Even if the thing that you are afraid of does happen, there are circumstances and factors that you can't predict which can be used to your advantage. These factors can change everything. Remember that we may be ninety-nine percent correct in predicting the future, but all it takes is for that one percent to make a world of difference.

Challenge your negative thinking with positive statements and realistic thinking. When encountering thoughts that make you feel fearful or depressed, challenge those thoughts by asking yourself questions that will maintain objectivity and common sense. For example, your afraid that if you do not get that job promotion then you will be stuck at your job forever. This depresses you, however your thinking in this situation is unrealistic. The fact of the matter is that there all are kinds of jobs available and just because you don't get this job promotion doesn't mean that you will never get one. In addition, people change jobs all the time, and you always have that option of going elsewhere if you are unhappy at your present location.

Some people get depressed and have a difficult time getting out of bed in the mornings. When this happens, a person should take a deep breath and try to find something to do to get their mind off of the problem. A person could take a walk, listen to some music, read the newspaper or do an activity that will give them a fresh perspective on things. Doing something will get your mind off of the problem and give you confidence to do other things.

Be smart in how you deal with your fears and anxieties. Do not try to tackle everything all at once. When facing a current or upcoming task that overwhelms you with a lot of anxiety, break the task into a series

of smaller steps. Completing these smaller tasks one at a time will make the stress more manageable and increases your chances of success.

Take advantage of the help that is available around you. If possible, talk to a professional who can help you manage your fears and anxieties. They will be able to provide you with additional advice and insights on how to deal with your current problem. By talking to a professional, a person will be helping themselves in the long run because they will become better able to deal with their problems in the future. Managing your fears and anxieties takes practice. The more you practice, the better you will become.

BIOGRAPHY:

Stanley Popovich is the author of "A Layman's Guide to Managing Fear Using Psychology, Christianity and Non Resistant Methods" - an easy to read book that presents a general overview of techniques that are effective in managing persistent fears and anxieties. For additional information go to:

<http://www.managingfear.com/>

New Resource for School Social Workers to Connect Families to Florida KidCare

The Florida Association of Children's Hospitals has been included in a statewide grant to provide training and technical support for school districts throughout Florida, especially in those counties that do not have the support of a local KidCare coalition. Staff from one of the children's hospitals can come to your district to provide a training that will enable school personnel to better understand how to assist families in applying for Florida KidCare. Along with the training, we can provide marketing materials and ongoing technical assistance when questions arise.

Research has demonstrated that having health care coverage can help a child's performance in school.

Did you know that having health insurance coverage:

- Reduces the number of students with untreated health problems (80%),
- Reduces student absenteeism rates (68%), and
- Improves student attention and concentration during school (58%)

(Price, J.H., & Rickard, M.L., State SCHIP Directors Perceptions of the Role of Schools in Student Health Insurance. Journal of School Health, 2009)

This is a **free** resource and available to every school district in Florida. If you are interested in scheduling a training session, please call Melanie Hall at (813) 428-4653.



FASSW 2013 Conference Cruise*
“The Pivotal Role of School Social Workers In Addressing Mental Distress of School Children”
October 18-21, 2013 (3-nights)
Royal Caribbean *Enchantment*
(\$25 on board credit per cabin)

COST
(Based on double occupancy)

	FASSW Members	Non-Members
INSIDE	\$325 per person	\$375 per person
Ocean View	\$355 per person	\$405 per person
Balcony	\$475 per person	\$525 per person

Deposit of \$100 per person due by 03/31/13
Full Balance not due until 7/15/13

Limited cabins with 3rd & 4th person WITH full deposit of \$200 per cabin due at initial booking.

Pay thru [PAYPAL](#) or send check to FASSW, POB 195656, Winter Springs, FL 32719

ITINERARY

Day	Port	Arrive	Depart	Activity
Oct 18	Port Canaveral, FL		4:30 PM	Welcome Reception
Oct 19	Nassau, Bahamas	12:00 PM	11:59 PM	Workshops/5 CEU (8:00 AM – 1:00 PM)
Oct 20	Coco Cay, Bahamas	8:00 AM	5:00 PM	
Oct 21	Port Canaveral, FL	7:00 AM		

REGISTRATION INFORMATION (SUBMIT WITH PAYMENT)

Name _____ Member: Yes ___ No _____

Contact Phone # _____ County _____

Type of Cabin: Inside _____ Ocean View _____ Balcony _____

Names of Persons in Cabin: _____

Special Request _____

* The conference will offer 5 CEU's to participants.

Questions/Information Contact: Dr. Benita Tillman Brown 386-717-0797 bbrown391@cfl.rr.com

FLORIDA ASSOCIATION OF SCHOOL SOCIAL WORKERS

Membership Application Form

(Please type or print)

Name _____

Full Home Address _____

County of Residence _____

Home Phone _____ Fax _____

Email _____

Work Information

Employer _____

Department _____

Work title _____

Mailing Address _____

Work Phone _____ Fax _____

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Professional Information

Degree(s) _____

License(s) _____

National Credential(s) _____

&/or Certificate(s) _____

Legislative Information* (Residence only)

State Senator or district _____

State Representative or district _____

*Not sure? Check with your local Elections Office or look on your voter card.

Annual Membership Fees Mail form & check to:

_____ Full Time SSW = \$50/\$90/\$120 (1/2/3yrs)

_____ Associate = \$25/\$45/\$65 (1/2/3yrs)

_____ Student = \$25.00

FASSW Treasurer

P.O. Box 195656

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For more FASSW information or to pay through the secure **PayPal** link please go to our Website: <http://www.fassw.org>

Our FASSW Historical Legacy and Its Relevance Today

Dear Colleagues,

I am reminded of historian David McCullough's words. This two-time Pulitzer Prize award-winner is the author of numerous books including *1776*, *John Adams and Truman*. His books had keen insights and compelling messages about the vital link we all have to our individual and collective past.

Among McCullough's key points were a "declaration of dependence" on the lessons we must learn from those who preceded us:

"Everything we have in our culture, all cultures, is the result of someone leading the way for us, paving the path to an uncertain but inevitable future... through the thoughts, deeds and determination of people who preceded us we learn how to become the people we need to be."

FASSW is celebrating its 71st Anniversary this year and having its 67th Annual State Conference in October. Do you know any of its history or that it is the oldest school social work state organization in the United States?

Our founding SSW pioneers came together in 1942 to forge a strong alliance that because of their foresight and perseverance has given us a platform to voice our professional judgment on educational issues and move school social work along to become an integral part of the school experience. Since then, subsequent presidents and boards have furthered our collective interests through certification rules changes and by championing legislative efforts to improve the lives of school children and their families. (For a more detailed and fascinating history of FASSW, go to our website and click on the *News* drop down box.)

Our good friend and former *Floridian of the Year*, Jack Levine, expressed it best when he wrote, "the more we learn about our past, the more we are able to address the challenges we face. We are the only species which can know our past and plan for our future! What a gift!"

Continue your loyal support through membership in FASSW and encourage your colleagues to also join the only state organization that has always been there for school social workers. Financial support through membership is the lifeline of any viable organization.

Become an active FASSW participant by volunteering your time to the Board or one of the committees. Our strength is in numbers and in the active participation of all its members.

Dedicate yourself to be a positive force for your SSW profession....and the rewards will be bountiful.

Best regards always, Sandy San Miguel, MSW, C-SSWS