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Midwestern School District Support Service Providers' Wraparound Services

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MIDWESTERN SCHOOL DISTRICT SUPPORT SERVICE PROVIDERS'

WRAPAROUND SERVICES

By

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Abstract

To educate the whole child, one must provide children with the services needed to thrive. These services do not stop at the classroom door, but are provided to these students throughout the school day and even at home. Support service providers are the individuals who are tasked with helping to ensure that full wraparound services are provided to students. These services range from Social and Emotional Learning (SEL) within the school to referrals for family financial assistance programs. Within this case study, the support service providers within a Midwestern School District were interviewed to determine how the wraparound services are provided to students and the processes taken to ensure these services are successful. This study has a unique perspective providing responses from school social workers, school psychologists, school counselors, and a dual role provider position researched at the elementary level. The findings indicate provide insight into this Midwestern District's support service providers' view on the program and their positions at the elementary level. The implications demonstrate successes and challenges of the support service providers' roles within this Midwestern District.

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Chapter 1: Introduction to the Problem

Mental health is both the absence of illness and the presence of positive factors (von der Embse, 2018). Positive mental health and wellness are a necessity for children to grow and develop healthy and live a productive life (Lenares-Solomon et al, 2019). Mental illnesses can impede normal and healthy development in personal, social, and educational problems and overall distress for children. According to the National Alliance on Mental Illness (NAMI, n.d.), mental illnesses are common among teens and young adults. The Centers for Disease Control (CDC, 2019) published a list of the more common mental illnesses diagnosed in children, this list consists of: depression, behavior, anxiety, and attention-deficit/hyperactivity disorder (ADHD) disorders. According to the National Center for Children in Poverty (2019), 1 in 6 children between ages 2 to 8 suffer from an identified mental, behavior, or developmental disorder (Ivey, 2020). According to the National Institute of Mental Health in 2019, children between the ages 13-14 reported that 45.3% experience some type of mental health issue. This percentage rose to 49.3% among teens 15-16 years old and evener higher among teens 17-18 at 56.7%. Recently, there has been a drastic increase in adolescents exhibiting depressive behaviors in the United States. Deaths by suicide has increased in every age group (Lawrence, 2019). When mental health is not addressed at a young age, mental health issues can carry over into adulthood often becoming more severe.

Additionally, it has been argued that mental health is a national crisis and is only on the rise (Lenares-Solomon et al, 2019). Untreated mental health issues within our youth can cause damage to their mental development and achievement. Adverse Childhood Experiences (ACEs) have been highly researched over the past several years.

ACEs are abuse, neglect, household problems and how these experiences have a lifelong effect on a person's mental, physical, and behavioral health. According to a study conducted by the National Survey of Children's Health (2016), financial hardship and parental/guardian divorce were to two most prevalent ACEs (Ivey, 2020). In general, students with ACEs are more likely to have higher mental health problems (Scully et al., 2020). These students are more likely to feel isolated, lost, and unsure of how to proceed on their own. Therefore, these students are more likely to fail and/or drop out of secondary school (Lenares-Solomon et al, 2019). These mental health issues can lead not only to educational failure but also, physical health problems, risk-taking behavior, adult mental illness, substance abuse, and an increased risk of suicide (Finning, 2020).

Students spend most of their waking hours from P-12 within the education system. Because of this, it is an obvious solution to provide mental health services within the school system. School-based mental health services have a strong evidence-based factor of success and effectiveness. These practices are not limited to individual practices, but also schoolwide practices. By broadening the scope of these services to schoolwide practices, it provides students with a different set of skills and abilities within social and emotional learning (SEL). This ultimately increases the overall effectiveness of these programs (von der Embse, 2018).

Because of this fact, education over the years has evolved to include social-emotional curriculum (SEL), tiered systems of identification and intervention for psychosocial problems, and connections among school-family-community resources (Lenares-Solomon et al., 2019). This shift is one of the results of the adoption of Every Students Succeeds Act (ESSA) and has helped to prove that by providing wrap around

services to students, it positively affects students' academic and social outcomes (Lenares-Solomon et al, 2019). Social and Emotional Learning (SEL) has been seen to have an academic value and continued to be implemented throughout schools today. Through the teachings of evidence based SEL curriculum, there have been improvements of self-perceptions, attitudes towards others, increased prosocial behaviors, and reduced discipline issues. Moreover, these teachings have also proven to show increased standardized test scores (Barnett, 2019). Multi-tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBiS) are put in place to provide a sustained system of supports and interventions matched to specific students' needs. Tier I is defined as a school-wide approach reaching over 80% of the population through a foundation of SEL teachings. Tier II is defined as a more specific approach for select students who demonstrate at risk behaviors. Tier III is a more individualized approach with more intensive interventions (Barnett, 2019).

Additionally, there are multiple different roles and positions that each academic institution provides students to help them be educated, well rounded, and mentally healthy individuals. Within these institutions, there are school counselors, school psychologists, and social workers. Each role falls within the capacity of helping to promote mental health, but they each have differences and similarities that complete the wrap around services to students. Because some of their roles and functions can overlap, sometimes it is difficult to have a specific and well-defined definition of each role. Each individual has a role in helping to promote the tiered systems of MTSS and PBiS. Additionally, all of these mental health service providers work within the schools, but also have connections to student home life. Parent partnerships and support play a large

factor in their students' achieving all services needed to be successful (Brown, 2020). As all educational professionals, their shared goal is to have students continue through school with academic excellence and mental wellness.

Purpose

The purpose of this program evaluation case study is to more adequately define the roles of school counselors, school psychologists, and social workers (within student services) and examine how each role contributes to providing wraparound services to students with the current rise in mental health needs.

Research Questions

#1: How are K-6 providers' roles (school counselors, school psychologists, and social workers) distinguished?

#2: How is each role uniquely beneficial to providing successful wraparound services to all students? What challenges exist in being able to provide successful wraparound services to all students?

#3: What is the relationship between perceived job satisfaction and perceived success in providing wraparound services to all students?

Significance of Study

This study is a program evaluation of the delivery modes of a Midwestern School District's Student Services and Support model. This study is valuable because it is important within our schools that we are educating the whole child wrapping our services around them within the building and at the district level. In order to best serve all students with wraparound services the roles of school counselor, school psychologist, and school social worker should be clarified and distinguishable among one another.

Operational Definitions

- **School counselors.** Counselors are the mental health leaders, advocates, and change agents within schools (King-White, 2019). They are labeled as the liaison between school and home (Lenares-Solomon et al., 2019). They are trained within their programs to collaborate and consult to ensure that the social, emotional, and academic needs of students are being met (King-White, 2019). Counselors are charged with making data-driven decisions, collaborating with other health officials, providing a tiered system of support, and evaluating services and communicating to the stakeholders (King-White, 2019). Often their roles are watered down by other duties put on their agendas: such as class registration, lunch duty,

- **School psychologists.** Are the individuals that provide more specialized support by creating behavior-based assessments, providing interventions, seeking key community resources for students, and evaluating risky behaviors being observed (King-White, 2019).

- **Social workers.** Are the individuals who can provide more information about mental health disorders and diagnose students with different disorders. They are also the link between school and home life. Because of their training, social workers are able to emphasize culturally sensitive practices and culturally responsive teaching (Finigan-Carr & Shaia, 2018). In some instances, they are considered to be more personalized mental health professionals (King-White, 2019).

Chapter 2: Conceptual Framework

All children need to cultivate emotional intelligences to be able to handle the stresses of daily life. If these emotional intelligences are not taught directly or indirectly, children can lack intrapersonal and interpersonal skills causing children to ultimately lack emotional competence. These intelligences should be taught at an early age in a child's social environment. Developing socially and emotionally is considered to be just as important as progressing academically (Richardson, 2000).

Emotional intelligence is a vital component of healthy human functioning. Emotional intelligence is more important when determining who excels at any job including IQ or expertise. At the University of Nebraska Medical Center, it was determined that technical expertise and analytical skills are invaluable, but so are emotional competencies like interpersonal skills, innovations, effective leadership, building partnerships, and networking. Emotional competencies make up two thirds of the components that make a really valuable employee and thus being able to teach these skills and foster these skills within our students is very important (Goleman, 1998). By having our support service providers promote and practice these skills, only helps to increase the emotional competences of our students and thus increasing mental, physical, social, and emotional health.

	Self	Social-Relational
Awareness	**Self-awareness** Emotional Awareness Accurate Self-Assessment Self-Motivation Self Confidence	**Social Awareness** Empathy Organisational Awareness Service Orientation
Regulation	**Self-Management** Emotional Self Control Transparency Adaptability Achievement Orientation Initiative Optimism	**Relationship Management** Developing Others Inspirational Leadership Influence Change Catalyst Conflict Management Teamwork and Collaboration

Figure 1.1 Emotional Competence Model (Research Gate, 2020)

Based on the growing need for skilled mental health practitioners, the study will be using the emotional competence framework. This framework was created by Daniel Goleman in 1998, but was adapted in 2005 into this form to show the interlinked connections to all competences (Research Gate, 2020).

Goleman's model ties different emotional intelligences together and demonstrates their relationship with one another. Emotional Intelligence is the capacity to organize one's own feelings and those of others promoting motivation and management of emotions within ourselves and relationships. It is the non-cognitive ability to cope with environmental demands and pressures. It is the ability to understand emotion and to generate the feelings to facilitate cognitive activities. These non-cognitive skills demonstrate how a leader can manage the challenges in life and the workplace (Ikpesu, 2017). When all four frameworks are fully functional, it indicates an increase in overall positive functioning (Richardson, 2000).

Based on this adapted Emotional Competence framework there are four main categories, self-awareness, self-management, social awareness, and relationship

management. Self-awareness and self-management fall into the Self dimension, which is based on the individual. Social awareness and relationship management is based on the social interactions with others. Self-awareness and social awareness fall into the Awareness dimension, extending concern of self and the greater good. Self-management and relationship management fall into the Regulation dimension, being able to control these interactions and situations. All of the emotional competences are interlinked and connected.

Self-awareness as a state of being adept to one's own thoughts, feelings, beliefs, behaviors and attitudes. Support service providers are trained on self-awareness and the ability to identify and utilize their reactions in counseling situations. Being self-aware also means understanding different personal processes including unresolved conflicts, family dynamics, cultural biases, and different worldviews (Pieterse et al., 2013).

There are several components that make up the self-awareness category, emotional awareness, accurate self-assessment, self-motivation, and self-confidence. Emotional awareness is being able to understand how one's interactions can affect one's self and others. Accurate self-assessment is accurately understanding one's strengths and weaknesses. Self-motivation is the ability to motivate oneself to pursue achievement in a particular area. Self-confidence is having inner faith in oneself. All of these components incorporate individual traits that ultimately work in conjunction with the other categories of emotional competence.

Self-management is the ability to keep one's own emotions and impulses in check, to remain calm in unhealthy situations and maintain composure. This essential emotional competence allows leaders to be able to control their feelings instead their feelings

controlling them (Ikpesu, 2017). Individuals with strong self-management have better relationships with the individuals they work with. They are able to manage difficult situations with confidence and control (Ikpesu, 2017).

Self-management includes several components: such as emotional self-control, transparency, adaptability, achievement orientation, initiative, and optimism. Emotional self-control is the act of being able to control emotions when needed. Transparency is the ability to communicate directly and in understandable terms. Adaptability is the ability to alter one's emotions or reactions in a variety of situations to serve the best outcome. Achievement oriented is being able to work toward a common goal even when there are distractions. Initiative is being able to be the leader and take correct action needed. Optimism is being able to have a positive outlook and look for the best outcome.

According to the Minnesota Department of Education (n.d.), social awareness is the ability to understand or empathize with other groups, organizations, and backgrounds. It is the ability to accept and celebrate different cultures' traditions and norms. It is the ability to constructively engage and appreciate different cultures. It is the ability to possess an affirming and open attitude towards all people.

Social awareness has several different components such as: empathy, organizational awareness, and service orientation. Empathy is being able to feel what others feel and the ability to show care and concern to those individuals or situations. Organizational awareness is being able to understand the ability of the organization and what can and cannot be achievable. Service orientation is focused attention on providing needed services to people.

Relationship management is based on competencies of influence, development of others, communication, conflict management among many more (Smith et al., 2008). Relationship management includes: developing others, inspirational leadership, influence, change catalyst, conflict management, teamwork and collaboration. Developing others is the ability to train and teach others different ways to approach situations. Inspirational leadership is the ability to be viewed as a leader and to inspire others to do what is asked of them. Influence is similar to inspirational leadership, it is the ability to persuade others to do what one asks of them or to be a change agent for an organization or group. Individuals with strong relationship management are able to articulate enthusiasm for a shared vision and mission (Smith et al., 2008). Change catalyst is a leader inspiring and starting the change. Being a catalyst for change means being able to recognize the need for change and being able to remove barriers (Smith et al., 2008). Conflict management is the ability to manage all sides of a conflict to develop the best outcome. Teamwork and collaboration are the ability to work together to gather input from all stakeholders.

This study aims to highlight the different connections within the Emotional Competence framework of the support service providers. It will demonstrate how each provider uses the different abilities within the emotional competence framework for different aspects of their positions. It will shine light onto what areas of their positions are more utilized and how being well versed in emotional competence contributes to providing full wrap around services to students.

Collaborative for Academic, Social, and Emotional Learning (CASEL) MODEL

In 1994, The Collaborative for Social, Emotional Learning coalition was established. The original purpose was to establish a research-based model using high

quality, evidence based social and emotional learning (SEL). Their call to action was and still is working together with students, parents, teachers, administrators, and community resources in order to educate the whole child with wrap around services needed to succeed. This model uses a framework with five core competencies to educate the whole child within a variety of settings: Self-awareness, self-management, social awareness, relationships skills, and responsible decision-making (Collaborative for Social and Emotional Learning [CASEL], 2020).

Self-awareness is the ability to recognize emotions, feelings, thoughts, and understand how they influence behavior. This can also include recognizing strengths, self-confidence, and self-efficacy. Self-management is the ability to be able to manage emotions, thoughts, and behaviors in a variety of situations. This can include self-discipline, stress management, and goal-setting. Social awareness is the ability to take and understand other people's thoughts, emotions, and behaviors. This can also include empathy, value on diversity, and respect for others. Relationship skills is the ability to begin and manage a relationship with a variety of different individuals with diverse backgrounds and skill sets. This can include social engagement, teamwork, and relationship building. Responsible decisions-making is the ability to make good choices that affect personal and social behaviors based on morals, ethics, and safety. This can include identifying and solving problems, analyzing situations, and evaluating the results. In conclusion, all of these competencies should be taught within the classroom, social wide, and in homes and the community. This encompasses what it is to have a functioning CASEL model for students. By following this model, the school systems are

providing the services that are needed for each individual child to be happy, healthy, and successful in school and the community (CASEL, 2020).

Figure 1.2 Collaborative for Academic Social and Emotional Learning

(CASEL, 2017)

In order to provide the full wrap around services to students the Collaborative for Academic, Social, and Emotional Learning (CASEL) model was created. Within this model, the support service providers continue to have their own specific functions, while other functions overlap with their job duties. These support service providers based on their roles and functions will be compared with the CASEL model.

Literature Review

In order to provide the essential job functions related to the different support service providers' roles in supporting students' wraparound services, the existing national standards were examined to create an accurate description of their roles. The National Association of School Social Workers Standards (NASW), National Association of School Psychologists: Professional Ethics (NASP), and American School Counselor Association: Ethical Standards (ASCA) were reviewed in order to establish the consistencies and themes of the support service providers' roles. After reviewing the national standards and ethics, **four major** themes emerged from the literature. The themes that were derived from the literature are: School-to-Home Connection, Data & Record Keeping, Responsibilities & Professionalism, and Qualifications.

School-to-Home Connection.   According to the NASW, school social workers seek to ensure that all students have equal access to programs that they need to achieve academic excellence equal to their peers (Alvarez et al., 2012). According to the ASCA, school counselors connect with students, parents, teachers, staff, and stakeholders and provide a list of outside resources that students can use when they need additional support outside of the school district (American School Counselor Association [ASCA], 2016). These support service providers need to be great advocates for the students and families.

Advocacy: According to the NASP, school psychologists use their expertise to promote a healthy school environment for children. They develop partnerships with community service providers and agencies to provide services to students. They use their experience to advocate for policy advancements (National Association of School

Psychologists [NASP], 2010). School psychologists are advocates for school-based comprehensive mental health services encouraging academic achievement, student connectedness, appropriate behaviors, and overall positive school climate (Suldo et al., 2010). School psychologists advocate for equitable and inclusive gifted programming for the gifted students (Ottwein, 2020). School psychologists take an active role in delivering transformative professional development to teachers and administrators promoting equitable identification and programming, providing vital expertise in evaluating the equity and efficacy of gifted programming (Ottwein, 2020).

School counselors should be able to consult with teachers, school administrators, families, and social groups (Karatas & Kara, 2015). According to the ASCA, school counselors understand the importance of collaborating and communicating with parents/guardians, students, and school. They are to understand the differences of the custodial and noncustodial parents/guardians and they are to establish working relationships. They are to follow laws, local guidelines, and ethical practice when assisting and communicating with parents/guardians. They are to inform parents/guardians of their purpose and the nature of their work. They are to provide parents/guardians with relevant information about their child (ASCA, 2016). When necessary, school counselors should connect with principals, school nurses, and community counselors in their schools and even within the metro area (Monteiro-Leitner et al., 2006).

According to the ACSA, school counselors advocate for the at-risk and underserved population to ensure their needs are being met in a safe home environment (ASCA, 2016). School counselors report all cases involving bullying, dating violence,

and sexual harassment to the administration. They provide services to the victims of these crimes; which can be a safety plan or reasonable accommodations. They report expected cases of child abuse and neglect to the appropriate authorities. They are knowledgeable of the different state and school laws/procedures for reporting child abuse or neglect. They are also aware of the methods to advocate for a students' mental, physical, and emotional health. They are also trained on the different signs that show abuse or neglect in order to provide immediate assistance that children need (ASCA, 2016).

Social workers advocate and uphold human rights and social justice. This covers a variety of different assignments, but their ultimate goal is promoting advocacy for others (Mapp et al., 2019).

Data & Record Keeping. According to the NASW, school social workers will keep accurate data and records to inform planning, implementation, and evaluation of school social services (Alvarez et al., 2012). According to the NASP, school psychologists ensure that the tests are private records and parents are the only individuals to have access to the records and these plans are discussed with the parents about the creation of the plan and where the records will be stored. The records are only ever released to outside sources if the parent provides permission. School psychologists are able to keep private notes to help aid their memory of individual students, their plans, and needs (NASP, 2010). They maintain test security and prevent the release of information that would undermine the use of an instrument. They understand the value in the assessments, interventions, materials, and scholarly works that are involved (NASP, 2010). School counselors receive formal student data regarding interactions with

teachers, parents, and other students. School counselors communicate and collaborate with other stakeholders to promote student success (Jansen, 2009).

According to the NASW, social workers are to test students, families, organizations with the goal of improving student social, emotional behavior, and student achievement (Alvarez et al., 2012). They use evidence-based practices for testing and assessing students' needs (Alvarez et al., 2012). Social workers will use data to guide their delivery and guide their practices & interventions (Alvarez et al., 2012). According to ASCA, school counselors collaborate with administration, teachers, and staff to make decisions around school-improvement goals such as equitable academic, career, and social/emotional development opportunities for students. They use data in order to inform decisions (ASCA, 2016).

Privacy & Confidentiality: According to the NASP, school psychologists provide the opportunity for the students to disclose or not their private emotions, family issues, background thoughts. These professionals try to minimize intrusions into the students' personal lives. They provide students with the rules and information about confidentiality, so that they understand what happens with the information shared. School psychologists respect the confidentiality of the information and understand that it stays at work without revealing the information to third parties except in specific situations. They diffuse confidential information for professional purposes only. They respect the right of privacy around sexual orientation, gender identity, transgender status, and sensitive health information (NASP, 2010).

According to the ASCA, school counselors follow the rules around confidentiality and the disclosure of student information. They provide the rationale for students to

make the decision on whether or not to give informed consent. They keep information

confidential, unless they are required to inform by the law. For example, if there is a

foreseeable risk or harm situation involving students, they would need to report this to the

correct authorities. School counselors protect students' records and release personal data

in accordance with the law and school board policies. They are responsible with this

information and use safeguards and protocols in order to ensure confidentiality (ASCA,

2016).

   All social workers are legally mandated to report suspected abuse and neglect.

Social workers take a holistic approach when intervening with abused children by using a

variety of services. They follow protocol when providing Children Protective Services

information. In these situations, social workers have to break the confidentiality with the

student and report abuse for the well-being of the child. Social workers have to consult,

be knowledgeable in documentation, acquire increased family support, interact with

school personnel, and be trained in clinical work (Chanmugan, 2009).

   Evaluation & Assessment: According to the NASP, school psychologists

maintain a high standard for educational professional practices and in psychological

formal or informal interventions (NASP, 2010). According to the ASCA, school

counselors only use valid and reliable tests without bias or cultural sensitivity. They

follow instructions based on the assessment when proctoring the assessment. They

provide the interpretation of nature, purposes, results, and potential impact of

assessment/evaluation measures for students and parents. They monitor the use of the

test results and use data to inform their counseling programs (ASCA, 2016).

According to the ASCA, school counselors must follow the Family Educational Rights and Privacy Act (FERPA), which defines who has access to a student's educational records. They recognize that electronic communication with schools regarding students must be in accordance with FERPA and the state laws. They purge student information when it is necessary. In addition, they follow district policy and procedures when contracting legal counsel for students (ASCA, 2016).

Responsibilities & Professionalism. According to the ASCA, school counselors provide leadership with establishing a positive school climate. School counselors are to treat students with respect, provide brief counseling. They are concerned with student academic achievement, care for students' social and emotional needs, and respect students' background. (ASCA, 2016). Counselors create an emotional supportive relationship with students to help them build social and emotional development (Karatas & Kaya, 2015). School counselors are responsible for giving psychological guidance services to students. They are responsible for getting to know the students in the areas of their interests, talents, and professional values (Karatas & Kaya, 2015). They should be able to conduct counseling in order to improve students' academic, professional, personal, and social development (Karatas & Kara, 2015).

School counselors develop and conduct in-service training in critical areas: such as educational planning, academic motivation, student appraisal, achievement, identification, and interventions (Jansen, 2009). At the schoolwide level, school counselors should be able to conduct system support such as: professional development, staff meetings, and being a facilitator on a support team (Monteiro-Leitner et al., 2006). In addition, school counselors might offer in-service sessions to promote their services to

teachers and other educational professions by defining the school counselor's role and how it enhances the teamwork that all can do to promote the best education (Monteiro-Leitner et al., 2006).

School counselors are knowledgeable of laws and policies affecting students and families, provide responsive interventions, address student needs, include themselves within the support networks for students, and maintain appropriate boundaries with students (ASCA, 2016).

According to ASCA, school counselors collaborate with teachers in order to make decisions about postsecondary readiness and goals. School counselors collaborate with teachers to present guidance curriculum lessons (Reiner, 2009). They identify gaps within the college and career readiness standards (ASCA, 2016). School counselors interpret student records, assist students with career planning, and personal/social development, assist principal with identifying and resolving student issues/needs (Reiner, 2009). They help provide students with the support necessary to learn work-related skills, resilience, perseverance, positive attitude, and work ethic (ASCA, 2016). School counselors give students information describing different occupations. This information as well as the counselor's guidance help them to realize which occupations fit their personal characteristics and help them to research about what education you need to get into that particular occupational career. They help students develop more productive working habits and eliminate academic barriers. (Karatas & Kaya, 2015).

School counselors create small groups in order to facilitate some guided lessons and group counseling. With this, they screen students for memberships, define the group needs, establish confidentiality, select topics for discussion, facilitate group discussions,

measure outcomes, and follow up with group members (ASCA, 2016). School

counselors create safeguard around peer-to-peer programs ensuring confidentiality and

safety. For this, they are advocates for equal rights and access to free, appropriate public

education. School counselors recognize the strengths of students with disabilities as well

as their challenges and needs to support their academic, career, and social/emotional

wellbeing (ASCA, 2016).

According to the NASP, school psychologists have the right to make educational

support decisions with parent permission, but in some cases parent permission isn't

required. There are several policies in place that specify if, when, how, and why a parent

would not need to provide permission and vice versa. School psychologists are to follow

guidelines referring to privacy and confidentiality. They are to follow protocol when

student and parent approval is needed for services. School psychologists make sure that

everyone involved is provided with the information about the nature and scope of the

services offered, assessments, interventions, goals, procedures, risks, costs, and benefits

to the parents and students. School psychologists seek the approval of the students

receiving the services because it is on a voluntary basis (NASP, 2010).

School psychologists' intervention training, lends well to being able to develop

and implement classroom based, small-group, and individual interventions. Additionally,

they are able to develop training for teachers, parents, students, and stakeholders (Suldo

et al., 2010). School psychologists facilitate structured observations to identify indicators

of giftedness in students (Ottwein, 2020). School psychologists align students'

identification procedures with implementing local norms derived for student comparison,

evaluation, and application of multiple data points for student assessment (Ottwein, 2020).

School social workers provide behavioral and social-emotional support (Peckover, 2013). They conduct behavioral, social, and emotional assessment and screening (Peckover, 2013). They provide individual and group counseling, and teacher and administrator consultations (Agresta, 2004). They work very closely with caseworkers and in many cases make home visits (Humes, 1987).

Social workers are trained to work with micro/macro issues, ranging from inside school related issues to broader issues outside of the school. They promote equality and nondiscrimination (Mapp et al., 2019). Social workers fill in the gaps in essential areas, food supply, financial assistance, mental health services, among others (Forenza & Eckert, 2018). Social workers are trained to work in areas that include individual, family, and community services. Social workers are to understand and conduct research. They are to analyze social policy and national trends in mental health and social health (Forenza & Eckert, 2018).

Leadership & Collaboration: School counselors demonstrate school leadership skills such as helping students achieve academic excellence and helping to transform systems in order to maximize student learning and achievement (Janson, 2009). According to the ASCA, school counselors develop and maintain relationships with administration, teachers, and other personnel. They are to deliver and design the school counseling curriculum. They are to work together and problem solve to help remove boundaries impeding the effectiveness of the school. They are to follow school board policy. They are to promote equity and access to all students by utilizing community

resources, providing an equitable counseling curriculum, and collaborating with different educational professions to provide optimal service to students (ASCA, 2016). School counselors are to understand broader educational issues that impact students outside of the classroom (Jansen, 2009).

According to the NASP, school psychologists should contribute to the profession by mentoring, teaching, and supervising. School psychologists will serve as role models and mentors to those who are in training during their field experiences (NASP, 2010). School psychologists are encouraged to continue their knowledge base and continue their professional development by attending training, seminars, and research (NASP, 2010). School psychologists will serve as role models and mentors to those who are in training during their field experiences (NASP, 2010).

School psychologists are leaders of providing more individualized services and programs to students using assessments and early interventions for learning and mental health problems. School psychologists are placed in leadership positions around the following services: assessments, program evaluations, mental health interventions, and curriculum-based assessments (Brown, 1994).

According to the NASW, school social workers have a purpose to continuously advance and enhance knowledge and skills related to their position that is culturally appropriate (Alvarez et al., 2012). School social workers coordinate with outside services and casework such as helping to manage Medicaid billing and being a member of the truancy court (Peckover, 2013).

According to the ASCA, school counselors should avoid dual relationships to reduce potential harm to students. They should not impose their values onto

students. They should provide internal and external service providers with accurate,

objective data to access different situations (ASCA, 2016). According to the NASW,

school social workers are to adhere to the values, ethics & standards of the NASW (2008)

Code of Ethics. According to NASP, school psychologists cultivate a school culture with

inclusiveness and a safe and welcoming environment for all persons regardless of actual

or perceived differences. They do not engage in action or policies that discriminate

against any persons. They educate themselves on current trends that might affect child

development, behavior, or school learning. They work to ensure all school practices are

just and non-discriminatory. They strive to ensure that all students are provided with the

same opportunities (NASP, 2010). According to the NASW, school social workers

ensure that families are provided with the information based on their cultural context &

understanding (Alvarez et al., 2012).

    Ethics: Confidentiality is a matter of professional ethics. Based on the codes of

ethics of the American Psychological Association and the National Association of School

Psychologists, school psychologists are to respect the confidentiality of psychologists–

client contact. With the exception of emergent situations, school psychologists are

required to first establish a confidential relationship with the student. During school

psychological assessment often, sensitive information is disclosed in confidence that the

information will not leak to any other source (Jacob & Powers, 2009).

    School psychologists understand the legal requirements of them and how their

rules are essential to follow for an effective functioning workplace (NASP,

2010). School psychologists follow the Principles for Professional Ethics within their

employment. If there are violations taking place, they will report them in the correct

manner (NASP, 2010). School psychologists review all of their written documents for accuracy. They actively monitor behavior plans and interventions in place to ensure that they are what is best for the child. If there is an intervention or plan that is not working, they accept responsibility and help to form a better suited plan for the student (NASP, 2010). School psychologists maintain the highest standard for responsible professional practices. They use research-based practices, select assessment instruments, use up-to-date normative data, use programs that meet standards for accuracy and validity. They follow educational law and professional practice policies. They are able to interpret findings and results in clear, understandable terms to students, families, and teachers. They use problem-solving processes to develop interventions and encourage the participation of parents in the creation of the intervention. Finally, they meet with the students and explain their recommendation and plans for assisting them, so that they understand what they are and the value of them (NASP, 2010).

School counselors help provide the assistance and expertise for making difficult decisions and solving problems (Karatas & Kaya, 2015). According to the ASCA, school counselors must inform parents/guardians when a student poses threat to themselves or others. They will inform the student of what they are required to do by law. They use risk assessments to report to parents the need to act on behalf of the child at risk. They do not release students who are a danger to themselves or others until the students have the support that they need. They will report a penetrated or perceived threat to the school in regards to physical abuse, sexual abuse, neglect, dating violence, bullying, or sexual harassment (ASCA, 2016).

A social worker's goal is to enhance human well-being and help to meet basic human needs for all people. Traditionally social workers have worked focused on the context of service, social justice, dignity, self-worth, value of human relationships, integrity, and competence. (Forenza & Eckert, 2018).

Digital Citizenship: According to the ASCA, school counselors use technology and software to help enhance students' academics, career, and social/emotional development. They are aware of the ethical concerns around the use of technology and security issues. They take the necessary precautions to protect confidentiality. In addition, they promote the ethical way to use technology to students and advocate for equal use of access to technology for all students (ASCA, 2016). School counselors will still adhere to the normal expectations. They understand the limitation with virtual or distance counseling via engagement, confidentiality, and not face-to-face contact (ASCA, 2016).

Qualifications. According to NASW, school social workers shall meet the standards of NASW & the standards that the state department of education has in place (Alvarez et al., 2012). According to the NASW, school social workers organize their duties in order to efficiently meet all of their expectations, requirements, and clarify their critical roles (Alvarez et al., 2012). In order for social work services to be delivered successfully, they have to be transparent and accountable to the individuals needing their services (Mapp et al., 2019). Social work's roots are based in the fields of medicine and science. It is estimated that social workers are the nation's latest clinically trained and educated providers of mental health services even more so than psychiatrists, psychologists, and psychiatric nurses (Forenza & Eckert, 2018).

According to the ASCA, school counselors have completed an accredited school counseling program. They are to stay up-to-date on research and current interventions. They are to follow ethical standards, attend professional development, monitor their own mental and physical health, expand their cultural competence, and work toward a positive school climate with social/emotional curriculum (ASCA, 2016). School counselors' professional qualities should be encouraging, supportive, open minded, objective, sensitive, empathetic, patient, and honest (Karatas & Kaya, 2015).

According to school psychologists' training guidelines, they should be able to contribute to prevention and intervention programs promoting mental and physical health. Based on their training, school psychologists are experts in learning and psychological theory, they are qualified to contribute to school based mental health service delivery (Suldo et al., 2010).

According to the NASP, school psychologists are able to explain their roles to others if asked what they do and what their role is. They try to advertise their services, so that students who need assistance are referred (NASP, 2010). They encourage the support and communication with other professionals. They ensure that all members surrounding a child's support system are involved in the conversations (NASP, 2010). School psychologists are very educated on the topics of multiculturalism and child development (Ottwein, 2020).

School psychologists are able to do what they want in their free time, but try to avoid any activity in which conflicts of interest arise. They are cautious about their relationships and do not exploit their students under any circumstances (NASP, 2010).

The national standards among the three defined support service providers have four major themes in common among other subthemes. Support service providers have their own specific functions, but some of these duties and roles fall into each of the national standards.

Research District Information

This study took place in a Midwestern School District. The approximate size of the student population is 6,000 students ranging from K-12. The approximate number of teachers is 450 within the district ranging K-12. This district has ten elementary schools, one middle school, and one high school. Many of the students are second and third generation students. Their elementary schools run grades Kindergarten through 6th grade. Their middle school is 7th-8th grade and their high school is 9th-12th grade. There are approximately 1,000 special education-identified students and approximately 16% receive Special Education Services. This school district has approximately 2% English Language Learners, 35% are Free/Reduced Lunch, 13% are labeled as gifted. Their attendance rate is 95% and their dropout rate is 1%, graduation rate is 89%, college-going rate 81% (Research District, 2019). The district has a total of 13.2 school psychologists. Six of these school psychologists are functioning as a dual role. There are 9.7 school psychologists at the elementary level. All dual roles are placed in the elementary setting. District wide there are a total of 14 counselors including the dual role positions. There are four counselors at the elementary setting. District wide there are a total of three social workers.

Chapter 3: **Research Design**

This study used a case study to examine the results. Case studies are used to fill in the missing elements in order to maximize the potential outcomes. They are serious investigations into an issue within social research. It is an in-depth, multifaceted investigation using qualitative methods (Feagin et al., 2016). Case studies offer insights that might not be seen/discovered using other research designs. Case studies are a useful tool for exploratory research and provide a basis for development. Case studies are often used to answer the questions of "How" and/or "Why." Case studies are good for contemporary studies. Case studies can use a variety of different sources to gather information such as observations, interviews, documents, and artifacts (Rowley, 2002). Yin (1994) p.13 defines a case study thus:

A case study is an empirical inquiry that:

• Investigates a contemporary phenomenon within its real-life context, especially when

• The boundaries between phenomenon and context are not clearly evident.

The research design is the link between the data to be collected and the conclusions drawn to the essential questions of a study. In other words, it is the action plan from the questions to the conclusion/answers. Internal validity is used for explanatory or causal studies. They establish causal relationships in specific conditions that lead to other conditions. This study used internal validity to discover pattern matching and explanation building. Once the data was collected in order to produce the best outcomes internal validity was used to analyze the data compiled (Rowley, 2002).

This study identified themes through data synthesis and provided in a narrative based on these themes.

Data

The specific case in this study is the role definition of support service providers within one Midwestern School District. There will be document analysis based off of the interviews conducted with these support service providers. My sample consisted of 8 elementary support service providers. Initially, I sent out an **Inquiry for Interest** communication using email. Once individuals responded with their interest, I then send out dates and times for a Zoom interview. During the interviews, the participants were recorded through Zoom. Their words were transcribed digitally via Zoom products. This provided the study with exactly what the participants said verbatim.

All of the co-researchers held one of the following positions in the K-6 setting: school counselor, school psychologist, social worker, or dual role. Each provider provided their unique experience working in their defined role and their specific level. These support service providers worked in buildings K-6 providing a broad scope of responsibilities. The co-researchers were from different backgrounds, attended different universities/colleges, different ages, and different genders. There was more information compiled during the interviews.

Data Collection and Analysis

Data was collected through the verbal interviews and recorded verbatim on the University of Nebraska at Omaha server. Then the interviews were divided into their specific roles, social workers, school psychologists, school counselors, and the dual role

position. The interviews were combed through in order to answer the essential questions. There were multiple questions that were based around each of the essential questions in order to provide more accuracy. This information was coded based on the answers provided during the interviews and thus arriving at a majority consensus. Common codes were derived from the data to develop potential changes, adaptions, or additional research for the future. After the compilation of the different codes then the larger concept of themes started to emerge and be placed into categories around the essential questions. The themes derived used the conceptual framework to present the findings. The findings included in a narrative answering the research questions:

#1: How are K-6 providers' roles (school counselors, school psychologists, and social workers) distinguished?

#2: How is each role uniquely beneficial to providing successful wraparound services to all students? What challenges exist in being able to provide successful wraparound services to all students?

#3: What is the relationship between perceived job satisfaction and perceived success in providing wraparound services to all students?

Introduction of Co-Researchers

I provided the support services providers their answers the interview questions to the extent that they felt necessary. These personal responses helped guide the emerging themes based off of their personal role experiences. I took note of differences in role experiences based off of their defined position in order to pull out the themes discovered.

The report is written from a third person view point because I am an outsider to the specific field of support service provider roles. All responses were raw and fresh from the interviewees in order to get the most accurate answers.

Strength of Claims

The data collected was completed through a case study. This process was conducted with information made transparent to participants involved through highlighting the data, methods, document analysis insuring that this study was completed ethically. Participants involved in the study were completely anonymous, the only known information about these participants was the type of support service provider they are. The document analysis will be compiled of documented statements provided by the support service participants. After the synthesis of the documents, the information was coded to develop themes. The dissertation did not need to receive an institutional review board (IRB) approval. This study used the standard protocol for document organization, consistent coding and follow the conceptual framework for analysis. There is no personal bias related to this study to identify the role of the researcher as the data collector and interpreter.

Chapter 4: School Social Workers

This chapter will illustrate the perspectives of the school social workers interviewed related to the three research questions. The interview answers will be coded and themed based on the four main themes that are related to the national standards of the three different support service providers, social workers, school counselors, and school psychologists. These themes were Home-to-School Connection, Responsibilities & Professionalism, Data & Record Keeping, and Qualifications. In addition, the interview answers were also then compared to the CASEL model and the Emotional Competence model. Throughout this chapter, the different responses to the different interview questions yielded the concluded results.

The transcripts are not included because in order to protect the participants based on their specific positions, responses, and different nuances that could make the participant known. The Midwestern district wanted to respect the privacy of the individuals who participated and wanted to ensure that they felt protected if they were to participate in the study.

Responses related to National Ethics, Principals, or Standards Established Themes

School-to-Home Connection. These social workers make it a point to get to know the families that they are involved with. It is their mission to provide the families with what they need. In some cases, they provide their personal cell phone number, so that families are able to communicate with them at any time or when they need assistance. They help to facilitate and lead a mentoring program for the district assigning students with different mentors that would be a good fit for the student and help them to grow as individuals.

These social workers make it a priority to make the families feel comfortable asking for assistance. They are very prompt in responding to the family's needs. These social workers often work with other teachers and support service providers to provide wrap around services for students.

These social workers advocate for the students who need some additional support at home and at school. Participant #3 advocates for more mental health services in the building as well as more mental health professional development. Participant #6 said, "School is much more than academics," implying that school provides basic necessities, social and emotional services, and mental health services to students and families.

Data & Record Keeping. As mentioned, social workers help refer students on to therapy and are able to provide recommendations for the right therapist. They participate in an attendance tracking system and contact the family if the student hasn't been attending to understand why and if they can do something about it. These social workers are reporting children to Child Protective if there is suspension that children are being abused in the home. These social workers are part of a variety of different problem-solving teams that discuss students at risk and how they can help these students.

Responsibilities & Professionalism. The social workers mentioned their need for time to be able to prioritize their duties in order to be the most effective as possible. Participant #3 mentioned that having more time for prioritizing would be beneficial, but would also probably require an additional social worker for the district.

The social workers mentioned the types of professional development that are most important for the support services providers in their school district were: mental health services, health/risk assessments, self-harm & threat of violence training, behavior

intervention, trauma informed lens, self-care, professional burn out, cultural humility, importance of advantages of running small groups, and knowledge of resources. They provided a wide variety of types of professional development that they felt the district support service providers would benefit from.

Qualifications. Social workers have values, ethics, and qualifications that they have used in order to compile with their school district guidelines. The social workers goals are to improve the livelihood of their students' lives provided by the interviews through assessment of the child's homelife situation and then interventions. Participant #3 said, "The goal is to support the family and help alleviate any family stress that's going on so that their child can function more effectively in school."

School Social Workers Roles Compared with the CASEL Model

As mentioned in Chapter 1, the CASEL Model is a research-based model that focuses around Social and Emotional Learning (SEL). The five major themes are Self Awareness, Self-Management, Social Awareness, Relationships Skills, and Responsible Decision Making that fall within the spectrum of classroom/SEL curriculum and instruction, school/schoolwide practices and policies, and homes and community/family and community partnerships**.**

Based off of the interviews, three of the five major themes were a focus within the role of the school social worker. These themes were Self-Management, Relationships Skills, and Responsible Decision Making.

Identified in the theme of Self-Management, school social workers provide families and students with the direction on how they should approach situations when they need financial, mental health, behavioral health, and basic essential help. They help

teach them skills to promote their self-advocacy so that they are able to help themselves independently for the future. This falls within the school and community partnerships as this direction and assistance will be provided to the entire family.

Another identified theme is Relationship Skills. Additionally, by providing families with the essentials that they need to live successfully, this indirectly helps teach them how to build relationships, connections, and contacts that they might not otherwise have if it weren't for the involvement of the school social worker.

The final identified theme within the CASEL model in relation school social workers' impact is Responsible Decision Making. Thus, ultimately families and students are more independently able and confident to analyze situations and make good choices in the future.

School Social Workers Roles Compared with the Emotional Competence Model

The first Emotional Competence category is self-awareness. Being mental health providers, school social workers are cognizant of the importance of self-awareness. Self-awareness includes emotional awareness, self-assessment, self-motivation, and self-confidence. The social workers indicated their self-awareness through their answers to the following questions:

Self-awareness

- When you notice yourself experiencing compassion fatigue (whether burnout or secondary traumatic stress), what do you do in order to "reset back to normal"?

- Prior to COVID 19, what did you not do well?

Participant #3 discussed how doing structured activities and completing To-Do lists was helpful when trying to decompress from situations. Both social workers described how leisure and exercise was important to help set the mind at ease.

Within the self-assessment and self-motivation category, both social workers indicated that they were unable to do as many small groups or one-on-one meetings as they wanted to and they referred to time allocation and the among of other assigned tasks taking precedence over these activities.

The second Emotional Competence category is social awareness. The category of social awareness includes empathy, organizational orientation, and service orientation. The social workers indicated their social awareness through their answers to the following questions:

Social Awareness

- Because of COVID 19, what has this brought to light within your role?

- Because of COVID 19, has your role shifted to more specifically defined or more differentiated? If so, how?

- Prior to COVID 19, is there anything the district could do differently to support you?

- Because of COVID 19, what has this brought to light within your role?

Both social workers demonstrated their service orientation through noticing how much more they needed to connect with families during this time. Additionally, they indicated that they not only were working with the existing families, but they were taking on several more families in need. They were delivering more food, communicating more, and reaching out to new families during this time.

Participant #6 said, "School is much more than academics." Expressing the empathy that he/she feels for these families and children.

With the change in delivery, these social workers were now working more with whole families and less with the individual students given the nature of the times and their abilities and the needs of the community.

Overall the social workers felt a strong sense of organizational orientation, they both indicated that they felt supported by their district.

Participant #3 did express that in order for the community to really understand and be aware of the services that they provide, a link on the district website would be beneficial. This would be a central hub for families who do not know where to begin or who to reach out to, in turn this would hopefully be able to reach more families in need.

Both social workers felt that in order to maximize their potential that they felt additional resources or hires in their area would be an added benefit. Time allocation was an area that was mentioned as an issue with the social workers dividing buildings, it is hard to reach all students in the best way possible.

The third Emotional Competence category is the Self-Management category which includes the different components of: self-control, transparency, adaptability, achievement orientation, initiative, optimism, and feeling valued. The social workers indicated their management by their responses to the following questions:

- Prior to COVID 19, what do you wish you could do as part of your job?
- Prior to COVID 19, what does your supervisor, team, or staff do that helps make your job successful?

- How can you increase your capacity to effectively meet the needs of your

  students?

Participant #3 would like to be able to provide more mental health support to students. Due to having several school assignments it is difficult to be able to provide consistent individual or group support to students. This leads into what Participant #6 said that it would be a large benefit to be present at just a few schools if not one school. Their achievement orientation is demonstrated through their desire to be the most effective as they can be with their students and wanting them to be able to get the services they need.

They both indicated that they feel very supported and heard by their supervisors. With this support system in place they are able to feel self-control to express when they need assistance in addition to the ability to be transparent and express when they need assistance without judgement.

Both indicated their understanding of what they want to improve and do better indicating their achievement orientation. Participant #3 specifically indicated that prioritizing the different tasks, would help streamline the delivery and hopefully provide some more room for other resources for students, like small groups.

The fourth Emotional Competence category is Relationship Management, which includes the following components: developing others, inspirational leadership, influence, change catalyst, conflict management, and teamwork and collaboration. The social workers represented their relationship management by their responses to the following questions:

- Prior to COVID 19, what is your traditional role? What do you do?

- Prior to COVID 19, what would be the five most important topics to cover if you were in charge of professional development for counselors, social workers, and psychologists?

- Prior to COVID 19, what supports for students are not being met?

- Prior to COVID 19, what is your traditional role? What do you do?

According to both social workers, they are trained mental health professionals who connect with families and help to eliminate barriers that they might encounter. Social workers are change catalysts for a lot of families. They provide resources that they would otherwise not have and in addition, they guide families to resources that families can receive, which they might have never known about before. They help provide community resources, financial support and referrals to mental health services.

According to Participant #3 the top priority for training would be how to effectively provide school based mental health services. In addition, other professional development topics would be training on risk assessments, threat assessments (such as self-harm or threat of violence), crisis & grief support to students, families, and staff. Staff development on behavioral intervention strategies and also on basic ethics would be helpful for support service providers.

Participant #6 also indicated the importance of mental health staff development through a trauma informed lens. They did vary in the other topics, self-care, professional burnout, cultural humility, importance of small groups, and knowledge of local resources, was mentioned by Participant #6. These staff development topics demonstrated the importance of developing others and inspirational leadership through development.

Both social workers indicated that there is sometimes a lack of follow through, follow up, and/or accessibility that can come from the home. Students who are referred to outside therapy or counseling do not always received those services because of lack of information or accessibility from the home is seen by these social workers. Therefore, students' emotional needs are not met at home, which is carried with the student. The goal is to have full wraparound services for students that do not have a stopping point between home and school.

In conclusion, these social workers demonstrate expertise in each area of the emotional competence model. As a review, there are four self-awareness, social awareness, self-management, and relationship management. All competencies were described above from the answers that were provided from specific questions during the interview. These social workers were very strong in all categories indicated by their responses to the questions in the interview. While some answers between the two social workers varied, they were predominantly very similar in response holding the same value on the specifics of these categories.

Chapter 5: **School Psychologists**

This chapter will illustrate the perspective of the school psychologist interviewed related to the three research questions. The interview answers will be coded and themed based on the four main themes that are related to the national standards of the three different support service providers, social workers, school counselors, and school psychologists. These themes were Home-to-School Connection, Responsibilities & Professionalism, Data & Record Keeping, and Qualifications. In addition, the interview answers were also then compared to the CASEL model and the Emotional Competence model. Throughout this chapter, the different responses to the different interview questions yielded the concluded results.

The transcript was not included in order to protect the participants based on their specific positions, responses, and different nuances that could make the participant known. The Midwestern district wanted to respect the privacy of the individuals who participated and wanted to ensure that they felt protected if they were to participate in the study.

Responses related to National Ethics, Principals, or Standards Established Themes

School-to-Home Connection. School psychologists build relationships with students. According to the district's job description of a school psychologist, they are to develop and maintain a positive and working relationship with students and parents. They are to provide consultations to parents, teachers, and administration on topics like behavior modifications and learning styles. They are to report any pertinent information to proper authorities in regards to child endangerment, neglect, or abuse (NASP, 2010).

Data & Record Keeping. Based on the district's job description of a school psychologist, they are to following the District and Nebraska State of Education Code of Ethics (Rule NDE #27). They are to maintain confidentiality concerning information about students, staff, and parents (Research School District Annual Report, 2018).

Responsibilities and Professionalism. According to Participant #1, the job description of a school psychologist would be: "For myself, I would say somebody who provides academic and behavioral support for all levels of the continuum universal through tier three systems support… coaching modeling, assessment, help support with data collection intervention development progress monitoring, looking at intervention effectiveness and making database decision making all levels and responding to whatever needs arise, whether their academic or behavior crisis." School psychologists are responsible for holding data reviews, contributing to the MTSS & PBiS teams, monitoring student progress, training teachers on how to collect data, conducting Special Education evaluations, and communicating with parents & outside providers among other duties. All of these assignments require the school psychologist to take responsibility for their role in order to fulfill their duties. Participant #1 feels that the top five professional development topics for support services providers are: mental health training, universal support, fidelity of the Social & Emotional learning curriculum, grief/crisis response, and teaming & collaboration. According to the district's job description, they are to assist with program development, promote effective classroom management strategies, assist

with developing 504 plans for students among many other professional duties (Research School District Annual Report, 2018).

   School psychologists encourage communication and support with school members, parents, and outside resources. If Participant #1 is needed to fulfill other duties they are willing to, such as stepping in for the principal and handling discipline. According to the district's job description, they are to follow the District and Nebraska State Department Code of Ethics (NDE Rule 27). They are to maintain a positive and professional relationship with staff and administration (Researched School District Annual Report, 2018).

   Qualifications. The qualifications of a school psychologist are rigorous. They must earn a specialist degree or similar to depending on the school district's policies. School psychologists must earn internship or resident hours within their area of interest to provide real world experience. It is most common that school psychologists spend three years completing the degree, if they are full time, earning roughly 60 credit hours (NASP, 2010).

School Psychologists results Compared with CASEL MODEL

   As mentioned in Chapter 1, the CASEL Model is a research-based model that focuses around Social and Emotional Learning (SEL). The five major themes are Self Awareness, Self-Management, Social Awareness, Relationships Skills, and Responsible Decision Making that fall within the spectrum of classroom/SEL curriculum and instruction, school/schoolwide practices and policies, and homes and community/family and community partnerships.

Self-awareness is demonstrated through the CBT (Cognitive Behavioral Therapy) where students and teachers work on using different cues to help de-escalate situations. This is provided by the school psychologist and helps the students become more self-aware of their own behaviors and actions. This is used mainly inside of the classroom, but could be used in the schoolwide setting as well. School psychologists can assist with discipline, techniques to manage emotions, and help to promote a student's self-management and social awareness inside the classroom, school, and home.

School psychologists are on the front end of creating intensive Tier II behavior plans, data collection, progress monitoring, and testing for Special Education services. These supports go into place for students to help guide them into responsible decision making and help to provide them with the ability to be their own advocate. Additionally, another result of the Tier II behavior plans can be the increased capacity to build relationships and better understand the importance of teamwork and collaboration.

School psychologists cover all of the five main themes of the CASEL model. While their primary reach is more at the individual student level, the benefits of their services are provided in all areas: classroom, schoolwide, and in the home.

School Psychologists Workers Roles Compared with the Emotional Competence Model

The first Emotional Competence category is self-awareness. Self-awareness is an ability that they were very well attuned to understanding and acting on the importance of this for their own mental wellbeing. This category includes emotional awareness, self-

assessment, self-motivation, and self-confidence. The school psychologist indicated

his/her self-awareness through their answers to the following questions:

Self-awareness

- When you notice yourself experiencing compassion fatigue (whether burnout or

    secondary traumatic stress), what do you do in order to "reset back to normal"?

- Prior to COVID 19, what did you not do well?

Participant #1 indicated that self-care can be difficult to dedicate the time needed

to make it effective. Participant #1 indicated that at times he/she will call other colleagues

on the phone in order to process situations and how to navigate through

them. Identifying his/her emotional awareness, he/she indicated that one benefit from

this experience with COVID 19 is that people are being encouraged to take a walk,

breathing techniques, among others in order to better cope with compassion

fatigue. He/she indicated the importance of self-care for one's self, but also for

productivity. It is a necessary component to life in general.

Participant #1 indicated that he/she could really work on being intentional with

staff and students. Participant #1 believes that this is a very valued component to

working with students and having intentional conversations to build upon relationships

can be difficult when working with a packed schedule, but there is still a lot of value in

it. This self-awareness demonstrates his/her awareness of self-assessment and

motivation.

The second Emotional Competence category is social awareness. The category of

social awareness includes empathy, organizational orientation, and service

orientation. The school psychologist indicated his/her social awareness through their

answers to the following questions:

Social Awareness

- Because of COVID 19, what has this brought to light within your role?

- Because of COVID 19, has your role shifted to more specifically defined or more differentiated? If so, how?

- Prior to COVID 19, is there anything the district could do differently to support you?

- Because of COVID 19, what has this brought to light within your role?

Participant #1 indicated that her role has shifted because of the inability to see students in person during the time of the pandemic. He/she indicated that there has been a lot of paperwork filled out indicating his/her ability to be stay organization oriented. There has been a lot of communication with families, which in some cases has been one sided leaving Participant #1 feeling discouraged. Their service orientation was represented through setting up one-on-one lunches with students' and their friends to prompt communication and interaction between the students. He/she empathized with students and their need to have human connection. Service orientation was also represented by continuing to meet with intervention teams, special education teams, office teams, and school safety teams.

Participant #1 feels support among his/her department, but in some cases he/she does not feel as if support service providers are being acknowledged for all of the different things that they do. This is an area that could be improved by informing the

district and community of the different roles and functions that these support service providers take on.

The third Emotional Competence category is the Self-Management category which includes the different components of: self-control, transparency, adaptability, achievement orientation, initiative, optimism, and feeling valued. The school psychologist indicated his/her self-management by their responses to the following questions:

- Prior to COVID 19, what do you wish you could do as part of your job?
- Prior to COVID 19, what does your supervisor, team, or staff do that helps make your job successful?
- How can you increase your capacity to effectively meet the needs of your students?

Participant #1 indicated that being more involved with working with special needs students, specifically a circle of friends, is a desired area of growth and participation for him/her. This demonstrates how this Participant #1's achievement orientation person, a person who wants to continue to grow and build relationships with students.

Participant #1 believes that having specific structures in place such as MTSS and PBiS teams in order to bring all different types of educators to the table in order to ensure all individuals have a voice is very important and a valuable component of his/her job. This is a representation of how transparency is important to Participant #1.

In order to increase his/her capacity to meet the needs of students, Participant #1 referenced again how being intentional in all of the different roles and relationships with students is very valuable. Having more long-term relationships with students is going to

be beneficial for students to have another adult in the building that they can rely on. This not only makes the school psychologist feel valued, but also helps make students feel valued.

The fourth Emotional Competence category is Relationship Management, which includes the following components: developing others, inspirational leadership, influence, change catalyst, conflict management, and teamwork and collaboration. The school psychologist indicated his/her relationship management by their responses to the following questions:

- Prior to COVID 19, what is your traditional role? What do you do?

- Prior to COVID 19, what would be the five most important topics to cover if you were in charge of professional development for counselors, social workers, and psychologists?

- Prior to COVID 19, what supports for students are not being met?

- Prior to COVID 19, what is your traditional role? What do you do?

According to Participant #1, he/she is involved with MTSS (Multi-Tiered Systems of Supports) building supports and in addition serves on the district level MTSS Coordinating Council. This indicates the inspirational leadership, participating at the district level and the building level. This individual is able to gain a broader perspective in order to fulfill her role. He/she helps with data reviews, data collection, intervention supports, progress monitoring, and data. He/she mentioned that he/she conducts the evaluation for special education.

Teamwork is represented through the communication with outside providers, whether that be, doctors, nurses, psychiatrists, and psychologists' therapists when

appropriate. Developing others comes natural to Participant #1, he/she helps to teach skill building using some interventions like CBT (Cognitive Behavioral Therapy) based on different interventions to teach students skills and also work with the teacher to make sure that we're providing the wraparound services needed for those students to be successful.

Conflict management is second nature when Participant #1 has to step into management behavior or crisis situations when the principal is not in the building.

According to Participant #1, mental health, Universal Supports, Tier II Supports Tier III Supports are the needed areas for professional development. This individual feels very strongly that all support covering mental health and behavioral health needs should be covered in development, this indicates how developing others is an important component of this position. Additionally, because of the focus on the different types of supports that include all educational professionals, not only support service providers, indicates the importance of teamwork and collaboration. Another professional development priority is providing SEL curriculum with fidelity indicating the importance of inspirational leadership. Crisis response is another area that would be beneficial for support service providers to receive training on.

The importance of additional professional development on the SEL curriculum is a vital component because the implementation does not have a current mechanism for measurement, completion, and success. This is an area that is a need in order to meet all needs of students. This response indicates how being a catalyst for change is one of the roles for school psychologists.

In conclusion, based on the interview the competencies of self-awareness, social awareness, self-management, and relationship management were discussed and present within the scope of this school psychologist. Self-care is a priority for personal wellness, but Participant #1 admittedly does not put this as top priority, but understands the value in it. Self-awareness is an area for improvement and how Participant #1 can be more intentional with his/her interactions with students. A strong point made was the human connection is a vital part of our students' lives and a link that needs to be there for complete emotional wellbeing. Self-management is an area of strength and having a growth mindset understanding the different changes and making them work as best as possible. A desired area of improvement from the district is providing more publicity to the communication about what support service providers do. It was very evident that relationship management was a strength for this participant.

Chapter 6: **School Counselors**

This chapter will illustrate the perspectives of the school counselor interviewed related to the three research questions. The interview answers will be coded and themed based on the four main themes that are related to the national standards of the three different support service providers, social workers, school counselors, and school psychologists. These themes were Home-to-School Connection, Responsibilities & Professionalism, Data & Record Keeping, and Qualifications. In addition, the interview answers were also then compared to the CASEL model and the Emotional Competence model. Throughout this chapter, the different responses to the different interview questions yielded the concluded results.

The transcripts are not included because in order to protect the participants based on their specific positions, responses, and different nuances that could make the participant known. The Midwestern district wanted to respect the privacy of the individuals who participated and wanted to ensure that they felt protected if they were to participate in the study.

Responses related to National Ethics, Principals, or Standards Established Themes

School-to-Home Connection. Identified through the interview with the school counselor, there is support for student development through the variety of responsibilities that school counselors help run such as: the opportunities to learn about social emotional learning, bullying, friendship, career, among other topics. School counselors are tasked with the Social and Emotional Learning (SEL) delivering and instruction to the students. They hold different counseling sessions individually and in small groups based

on student needs. Additionally, they are involved with the schoolwide support promoting positive and good behaviors among others.

School counselors advocate for families in need through the school district's food and clothing program. They work with the social workers to ensure that the families are getting what they need.

Counselors are in contact with parents about students who demonstrate at risk behavior. Oftentimes, these students are put onto Tier II or Tier III plans for behavior in order to provide the student with the supports needed to be successful.

School counselors understand the importance of collaborating and communicating with parents/guardians, students, and school. They provide parents/guardians with relevant information about their child.

Data & Record Keeping. Based on their professional ethics and the district policies it can be assumed that confidentiality protocol is followed within the school counselors. Based on the district's job description, school counselors will adhere to the Code of Ethics of the District and the Nebraska Department of Education (NDE Rule 27) (Research School District Annual Report, 2012).

Small groups are used to benefit all students involved and it can be assumed that there is a code of ethics and confidentiality among the group that students agree and comply with upon entering the group.

Based on the school counselor's job description that they are to follow the basic protocol of FERPA. They are to maintain confidentiality regarding information about staff, students, and/or parents in accordance with the district's and state laws (Research School District Annual Report, 2012).

Based on the job description of school counselors, they are to maintain complete and accurate students records and information regarding evaluations, assessments, and other student information (Research School District Annual Report, 2012).

Responsibilities & Professionalism. Based on the interview, school counselors participate in their school's Positive Behavioral Interventions and Supports (PBiS) team helping to develop, train, and reinforce classroom and schoolwide behaviors. They are members of their MTSS (Multi-Tiered Systems of Support) team which identifies students who need more intensive interventions behaviorally or academically.

Based off of the school district's SEL curriculum, it can be assumed that school counselors help provide guidance focused around all of the five themes of the CASEL model: Self Awareness, Self-Management, Responsible Decision Making, Social Awareness, and Relationship skills.

Counselors hold small group sessions covering a variety of topics that are in the best interest of the students attending the group.

Counselors are involved in the universal support systems of PBiS and MTSS. They are leaders that help to organize, facilitate professional development, and monitor progress at a schoolwide level. This serves all of the population, but provides more intensified interventions for students who need Tier II or Tier III support.

School counselors are involved with providing supports around positive behavior and anti-bullying. They assist with the No Place for Hate organization. They are reported for any evidence of abuse.

Based on the district's SEL curriculum, students are educated on how to respond in difficult situations whether it is face-to-face or by using an online platform (Research School District Annual Report, 2012).

Because of COVID 19, there has been more efforts in this area. Schools counselors are using this platform when school is remote and are not able to meet with students face-to-face.

School counselors develop and maintain relationships with administration, teachers, and other personnel. They are to deliver and design the school counseling curriculum. They are to work together and problem solve to help remove boundaries impeding the effectiveness of the school.

Qualifications. Based on the school district's school counselor job description that relationships are professional and in the best interest of the student. School counselors are to follow the District's and Nebraska State Department Code of Ethics (NDE Rule 27) (Research School District Annual Report, 2012).

According to the district's education requirements all school counselors are to have received a Nebraska Teaching certificate with an endorsement in School Guidance Counseling or other requirements required by NDE. Based on the school counselors job description, they are to continue to attend and participate in professional development, new techniques, and research- based strategies (Research School District Annual Report, 2012).

School Counselor responses Compared with CASEL Model

As mentioned in Chapter 1, the CASEL Model is a research-based model that focuses around Social and Emotional Learning (SEL). The five major themes are Self

Awareness, Self-Management, Social Awareness, Relationships Skills, and Responsible Decision Making that fall within the spectrum of classroom/SEL curriculum and instruction, school/schoolwide practices and policies, and homes and community/family and community partnerships**.**

All five themes of the CASEL model are demonstrated through school counseling. School counselors help students to be able to identify and recognize their feelings through the SEL curriculum that they provide to the students in the classroom as well as in small groups. Self-Management and the ability to set goals and demonstrate self-discipline is also taught in the SEL program and the schoolwide practices of PBiS. Social awareness is also taught through the SEL curriculum and small groups on how to show empathy with one another demonstrated in the classroom, schoolwide, and at home. Relationship Skills or demonstrating teamwork would also be taught through the SEL curriculum and practiced inside and outside of the classroom, school, and community. Finally, Responsible-Decision making is yet another result of what can come of the SEL program. The students who need more support with this are provided with Tier II or Tier II intervention to assist them with responsible decision making. This can be applied in the classroom, schoolwide, and in the home. These decision-making skills range from academics to relationships and social settings to family decisions. The CASEL model is seen here through the implementation of programs, PBiS, MTSS, small group counseling, and especially the SEL curriculum.

School Counselor responses compared to the Emotional Competence Model

The first Emotional Competence category is self-awareness. Counselors are very experienced in the self-awareness category of the Emotional Competence model. Self-

awareness is an ability that they were very well attuned to understanding and acting on the importance of this for their own mental wellbeing. This category includes emotional awareness, self-assessment, self-motivation, and self-confidence. The counselor indicated his/her self-awareness through their answers to the following questions:

Self-awareness

- When you notice yourself experiencing compassion fatigue (whether burnout or secondary traumatic stress), what do you do in order to "reset back to normal"?

- Prior to COVID 19, what did you not do well?

Participant #4 response to how to "reset back to normal," indicated his/her emotional awareness. Participant #4 answered that he/she has a close relationship with a few staff members and the principal where they can air concerns. Participant # 4 indicated the value of spending time with friends and family and decompressing with television.

Within the self-assessment and self-motivation category, he/she mentioned different aspects of his/her preferred role and a plan to improve upon it. The improvements indicated were: working on time management, balancing classroom and individual groups, and making sure to make self-care a priority.

The second Emotional Competence category is social awareness. The category of social awareness includes empathy, organizational orientation, and service orientation. The counselor indicated his/her social awareness through their answers to the following questions:

Social Awareness

- Because of COVID 19, what has this brought to light within your role?

- Because of COVID 19, has your role shifted to more specifically defined or more differentiated? If so, how?

- Prior to COVID 19, is there anything the district could do differently to support you?

Participant #4 indicated a slight shift in the organizational orientation because of the remote learning and teaching that COVID 19 has brought upon society. The areas indicated were: the differences in scheduling individual and group sessions and identifying how to make this the most effective in this situation. Participant #4 indicated that because of what the current situation there were shifts within their role such as: providing teachers with more information on specific topics, problem solving with teachers about new student concerns, communicating differently, cutting work load down to specific needs. Indicating the Social Awareness component of Service Orientation, Participant #4 indicated that he/she would like to have more than just one spoke's person express recommendations and concerns to provide responses more accurate to district wide concerns.

The third Emotional Competence category is the Self-Management category which includes the different components of: self-control, transparency, adaptability, achievement orientation, initiative, optimism, and feeling valued. The counselor indicated his/her self-management by their responses to the following questions:

- Prior to COVID 19, what do you wish you could do as part of your job?

- Prior to COVID 19, what does your supervisor, team, or staff do that helps make your job successful?

- How can you increase your capacity to effectively meet the needs of your students?

The responses based on what Participant #4 wishes he/she could do as part of his/her job indicated the role of achievement orientation and initiative in the Self-Management category. Participant #4 indicated the desire to be able to do more actual counseling and also have the ability for their role to shift a bit so that counselors could be able to do more within their role. This indicates the achievement orientation that Participant #4 feels the desire to continue to improve within a counselor's capacity. The response to what supervisors, team, or staff do that contributes to their success indicated his/her optimism and perceived value. Participant #4 feels that he/she is provided with great feedback, superiors who are open to hearing feedback, rich discussions on what is best for students, and a great support group. Based on the response to how can he/she increase his/her capacity to effectively meet the needs of students, the components of transparency, adaptability, and initiative were indicated. Participant #4 mentioned that he/she is prioritizing what students need to receive what supports, building better equity for students, and finding different avenues for students to be able to have a positive mentor in their lives.

The fourth Emotional Competence category is Relationship Management, which includes the following components: developing others, inspirational leadership, influence, change catalyst, conflict management, and teamwork and collaboration. The counselor indicated his/her relationship management by their responses to the following questions:

- Prior to COVID 19, what is your traditional role? What do you do?

- Prior to COVID 19, what would be the five most important topics to cover if you were in charge of professional development for counselors, social workers, and psychologists?

- Prior to COVID 19, what supports for students are not being met?

Participant #4 indicated that his/her role as a counselor included the following job functions: provide SEL curriculum (emotional learning, bullying, friendship, career, and a variety of topics), see student groups or individuals, work with attendance issues, work with the PBiS and MTSS team, work with outside providers and resources, and coordinate with social workers. All of the different roles that a counselor provides students fulfills the entire category of relationship management and its components of developing others, inspirational leadership, influence, change catalyst, conflict management, and teamwork and collaboration.

In response to the top five categories of professional development that should be provided to enhance counselors' skills are restorative practices, mental health refresher, identification and service to students who have self-harm issues, trauma, and secondary trauma. These responses demonstrate the value of relationship management and how to improve what counselors can do to provide full wrap around services to students.

In response to what supports are students missing, Participant #4 indicated the strong need to mentor students who needed a positive adult role model. This indicates the strong sense of influence, leadership, and change catalyst that this counselor is doing to help alleviate that need by doing what he/she can to fulfill this need within the district. To conclude, Participant #4 mentioned that time management was an issue, but understood that the self-care category is very valuable to avoid burnout. Amidst the

COVID 19 outbreak he/she felt still very useful and helpful for others by providing them with a different way to teach or handle situations. There was mention of more publicity for the different work that support service providers do to contribute. Developing others whether it be students or other staff is a priority in this role. Relationship management is a strong area, this role requires a lot of diverse and varied types of teamwork and collaboration.

Chapter 7: **Dual Role Providers**

This chapter will illustrate the perspectives of the dual role providers interviewed related to the three research questions. The interview answers will be coded and themed based on the four main themes that are related to the national standards of the three different support service providers, social workers, school counselors, and school psychologists. These themes were Home-to-School Connection, Responsibilities & Professionalism, Data & Record Keeping, and Qualifications. In addition, the interview answers were also then compared to the CASEL model and the Emotional Competence framework. Throughout this chapter, the different responses to the different interview questions yielded the concluded results.

The transcripts are not included because in order to protect the participants based on their specific positions, responses, and different nuances that could make the participant known. The Midwestern district wanted to respect the privacy of the individuals who participated and wanted to ensure that they felt protected if they were to participate in the study.

Responses related to National Ethics, Principals, or Standards Established Themes

School-to-Home Connection. Based on the interviews with the dual role providers, they are involved with the school-to-home connection. Some examples of what they do in order to provide those services are connecting with families in order to establish attendance plans for students. Depending on the different dual role providers' school, they may also make connections with the families for the school bag and holiday gift distributions. The dual role provider is the often the liaison between the teacher and parent in regards to conducting interventions and evaluations for specific students.

Data & Record Keeping. Dual role providers work with several different types of data collection. They help to develop behavior plans for students with special education teachers. They help collect, analyze, and synthesize data in regards to the different Tiers of PBiS. More specifically, they help teachers review data to determine Tier two interventions, both for academic and behavior. I also deliver small group instruction, so Tier II behavior and social skills instruction. They continue with the traditional role of evaluation for special education services, including Individualized Education Plans (IEPs) and 504 plans.

Responsibilities & Professionalism. Because of the nature of the dual role position, there is a lot of cross over between the set responsibilities. Participant # 8 described their position as, "My role in our district is kind of a newer one that we have done, a combined dual role of a school psychologist and school counselor. I wear different hats, I guess, depending on the day or moment."

More of the traditional roles that fall into the school counselor role are teaching students the SEL curriculum social skill lessons, group & individual counseling sessions; solution focused counseling lessons, cognitive behavior therapy. Helping to be a participant and member of the PBiS team and MTSS team at the Tier I level. Tier I can include being the chair of the PBiS team, teaching the class counseling, and coordinating screenings of social emotional needs. Participant #7 indicated that he/she assumes the role of the school cheerleader, keeping up morale in the building.

When assuming the role of school psychologist, these dual role providers conduct group or individual interventions, test for special education, and work with the results

based off of the data. They provide Tier II-III mental behavioral health supports. Tier II, can include organizing or facilitating the student assistance team/problem solving team and collecting data from teachers about mental behavioral health needs of their students.

Another responsibility indicated was leading professional development around mental health and behavior. The dual role providers are there as an advocate for the teachers.

Qualifications. Based on the responses of the dual role providers, they were formally educated as school psychologists. Thus, they must obtain the qualifications of a school psychologist. This means that they must earn a specialist degree or similar to depending on the school district's policies. School psychologists must earn internship or resident hours within their area of interest to provide real world experience. It is most common that school psychologists spend three years completing the degree, if they are full time, earning roughly 60 credit hours (NASP, 2010).

Results Compared with CASEL Model

For the dual role providers, they are the individuals that teach the SEL curriculum at their buildings. The SEL curriculum is based around the CASEL model in order to provide an all-encompassing curriculum that provides the ideal wrap around SEL curriculum to students. Therefore, all five of the themes are taught directly to students: Self Awareness, Self-Management, Social Awareness, Responsible Decision Making, and Relationship Skills.

Additionally, the dual role supports the all themes of the CASEL model with the services that they provide to students and families. They promote Self-Management, Responsible Decision Making, and Relationship Skills by helping to create attendance

plans for students who are having trouble getting to school or class on time. This helps to guide them in the areas of goal setting, communication, teamwork, and problem solving. They hold individual counseling sessions which helps students in all of the different areas, depending on the specific area that they need guidance in.

The dual role providers also help facilitate professional development covering different social, emotional, and behavioral health topics that help to promote the assurance that all themes of the CASEL model are directly or indirectly taught to the students. Dual role providers also are the leaders in creating, modifying, or adapting individual behavior or academic plans for students who need Tier III supports. They are also responsible for contributing to Individual Education Plans (IEPs), 504 Plans. They are the leaders of their schools' MTSS and PBiS teams. These supports contribute to the CASEL model specifically in the areas of Self-Management, Self-Awareness, and Responsible Decision Making. Other responsibilities of the dual role that fall into those themes also are delivering skill streaming, cognitive behavior therapy, and solution focused counseling.

The Social Awareness theme while also covered in SEL curriculum delivered by the dual role providers, is also provided to students through the referrals of outside services. This promotes social awareness to the student and family by providing different needs and essential services.

The services that the dual role provides tend to reach all of the persons involved. They provide individualized services for students who need more specific behavioral and academic plans. They provide classroom services through the SEL guidance and curriculum. Schoolwide services are provided through their efforts on the

MTSS and PBiS teams. Finally, they have connections with parents and the community through the support of different service providers such as Operation School Bell or Heartland Feeds the Hungry.

School Social Workers Roles Compared with the Emotional Competence Model

The first Emotional Competence category is self-awareness. Dual role providers have an ample amount of experience in the self-awareness category of the Emotional Competence model. Self-awareness is an ability that they were very well attuned to and understanding and acting on the importance of this for their own mental wellbeing. The dual role providers indicated their self-awareness through their answers to the following questions:

- When you notice yourself experiencing compassion fatigue (whether burnout or secondary traumatic stress), what do you do in order to "reset back to normal"?

- Prior to COVID 19, what did you not do well?

- How can you increase your capacity to effectively meet the needs of your students?

There were strong responses within the self-awareness category, specifically the emotional awareness component. Dual role providers indicated several different examples of how they use follow self-care plans in order to help them re-set back to normal. Of these include, talking with friends, co-workers, or family, watching television, exercising, doing structured activities, and disconnecting from the internet. They indicated the importance of focusing on what can be controlled and leaving work at work.

Within the self-assessment and self-motivation category, all mentioned different aspects of their role that they want and plan to improve upon. Some of these improvements included: developing more intentional small groups, time management/allocation, self-care, collaboration, connection, and balancing the different roles to meet all the needs of students. All dual role providers seemed to be motivated to continue to improve. Within their current context of remote learning with COVID 19, they were given the opportunity to reflect on the different components of their positions that could improve, which was a good self-reflection and motivation time. Self-confidence was indicated through the dual role providers' responses to the questions and their obvious expertise and intelligence around their positions.

The second Emotional Competence category is social awareness. The dual role providers indicated their social awareness through their answers to the following questions:

- Because of COVID 19, what has this brought to light within your role?

- Because of COVID 19, has your role shifted to more specifically defined or more differentiated? If so, how?

- Prior to COVID 19, is there anything the district could do differently to support you?

The category of social awareness includes empathy, organizational orientation, and service orientation. The dual role providers indicated that their organizational orientation has shifted slightly because of the remote learning and teaching that COVID 19 has brought upon society. They indicated that because of the situation, different areas of their roles have been highlighted such as: the actual amount of time spent with

students, the importance of being present in the school, how connection is lacking, the amount of influence on students' and staff's lives, the importance of collaboration, and redefining what is truly essential. Based on their answers to how their current service orientation is functioning they responded: it is limited, more paperwork and testing, more video chatting, more differentiation, different delivery methods, and more flexibility. Within the service orientation category, the dual role providers indicated the need for more defined roles, consistency district wide, more checkups, and more communication back and forth about essentials adaptations/changes.

The third Emotional Competence category is the Self-Management category which includes the different components of: self-control, transparency, adaptability, achievement orientation, initiative, optimism, and feeling valued. Dual providers indicated their self-management by their responses to the following questions:

- Prior to COVID 19, what do you wish you could do as part of your job?
- Prior to COVID 19, what does your supervisor, team, or staff do that helps make your job successful?
- How can you increase your capacity to effectively meet the needs of your students?

The responses based on what they wish they could do as part of their job indicated the role of achievement orientation and initiative in the Self-Management category. The responses were: having more small intervention time, more professional development, refining Tier II interventions, and the ability to decline requests that did not fulfill their mission. These dual roles providers understand the value of their current system, but want the ability to improve it. Additionally, they want to continue to grow and develop

as a professional in order to provide the best services to students. They want to continue their work with consistency and fidelity district wide.

The responses based on what their supervisor, team, or staff do that helps make their jobs more successful indicated the role of feeling valued and optimism in the Self-Management category. The responses were: the district gives them the ability to problem solve and collaborate and provide their own opinions, provides positive feedback and reinforcement, is open to new ideas, and values their support service providers.

The responses based on responses to how they can increase their capacity to effectively meet the needs of students indicated the role of adaptability, self-control, and transparency. The responses were: being preventative, planning ahead, prioritizing tasks, more flexibility, innovation, more professional development, and doing what is best for students.

The fourth Emotional Competence category is Relationship Management, which includes the following components: developing others, inspirational leadership, influence, change catalyst, conflict management, and teamwork and collaboration. Dual role providers indicated their relationship management by their responses to the following questions:

- Prior to COVID 19, what is your traditional role? What do you do?

- Prior to COVID 19, what would be the five most important topics to cover if you were in charge of professional development for counselors, social workers, and psychologists?

- Prior to COVID 19, what supports for students are not being met?

The responses to what is your traditional role and what are the five most important topics for professional development intertwined a lot indicating that they are currently happy with what they are doing for students, but there is a need to refine it. The answers to these questions indicated the roles of all of the different components that make up the category of relationship management: developing others, inspirational leadership, influence, change catalyst, conflict management, and teamwork and collaboration. Dual role providers work in developing techniques for behavior management and coping with trauma would indicate how they shape and develop others. Dual role providers help to lead behavior management teams such as MTSS and PBiS ranging from Tiers I-III indicates how they inspire change. They help with students' executive functioning. They collaborate with the special education department which indicates their ability to work as a team and collaborate. They help students on the autism spectrum and students with anxiety through individual or small groups. They collect data to inform decisions based around behaviors and academic success, which indicates the ability to manage conflict by addressing the areas of concern. They deliver SEL curriculum to students in class to help provide those basic Tier I skills. They build relationships with students, parents, teachers, administrators, and community partners. They help to provide additional resources to families and teachers, which indicates their ability to lead and influence others.

These responses to what supports are not being met indicated their role of predominantly change catalyst, influencer, and inspirational leadership. They indicated the needs for more individualized support for students, the need for more availability to be able to manage critical situations that arise in a moment's notice, how there can be

inconsistencies at home, and the need for all at-risk students (even those with less intensive interventions) to access individual help.

In summary, these dual role providers indicated high self-motivation for the upcoming changes leading into the next year. There were overwhelming answers indicating the important of human connection and relationships in the Social Awareness category. In addition, they felt an increase in district communication, checkups, and consistency would benefit them in their role. In the Self-Management category, they all felt very supported and optimistic with wanting to improve. Finally, there was an understanding that collaboration was so important to provide wraparound services to all students.

Chapter 8: Summary of Results

Limitations

The entire district's K-6 support service providers were invited to participate in this study and a select group volunteered to participate in the research. While this group was small, their positions varied to make the study a complete, well-rounded study. This study was specifically from the areas of K-6 grade. While some of these support service providers worked in both elementary and secondary settings, this study was conducted to yield the results that affected the elementary setting.

This would indicate that the job roles and responsibilities vary between level to level and thus the benefits and challenges would conclude to be different. Additionally, within this Midwestern School District, they have the unique position of the dual role and thus this study cannot be replicated exactly.

The goal of this research was to answer the three research questions and this goal was reached. The information from the interviews yielded the answers to the research questions in addition highlighted different areas that brought forth additional information.

#1: How are K-6 providers' roles (school counselors, school psychologists, and social workers) distinguished?

Based on the interviews, there is a common theme that runs through all of the support service providers' roles, which is the mission to successfully provide social, emotional, academic, and mental health wrap around services to students.

According to the interviews, the role of a school social worker is the connection between home and the school. They build community partners and help provide the

entire family with resources. School social workers are the advocates that put the

resources into families' hands and provide them with the skills to be successful. They are

the "broader" picture and the outside of the wrap around services for students. They are

the connecting pieces that help to create a safe, healthy, and happy learning environment

for students. This includes connecting families with financial services, food, clothing,

mental health services, etc. They provide crisis and grief intervention to students. They

are the individuals who receive information on, if students are suspected of being

neglected or abused and they make the referrals to Child Protective Services.

Based on the interviews, school psychologists are more focused on data,

assessment, and individualized services, but they also participate in an array of different

committees and hold small groups with students. They are the individuals who test

students for special education services. They participate on schoolwide behavior

intervention teams such as PBiS (Positive Behavioral Interventions and Supports) and

MTSS (Multi-tiered Systems of Support). They hold building behavior and academic

data meetings, lead data reviews, and determine what data is important for the building to

use and create goals around. They participate at the district level reviewing behavior and

academics. They coordinate, plan, hold meetings for the multidisciplinary teams. They

are involved with each Tier I-III intervention supports. They set up interventions and

progress monitor students under Tier II supports. They write individual behavior plans

for Tier III students. They train the staff on how to conduct different interventions. They

communicate with outside providers, such as setting up meetings with therapists or

psychologists. They work with students one-on-one to help provide teachers skills

teaching to help students in the classroom. Additionally, they are put in charge of the administrative duties, if the principals are pulled out of the building.

According to the interview, school counselors are in charge of providing opportunities to learn about social emotional learning, bullying, friendship, career, among other topics. They have the largest connection with in-class instruction and services. They hold student groups and individual groups covering specific skill-based topics. They work with families to alleviate some attendance issues. They are part of the leadership for the PBiS (Positive Behavioral Interventions and Supports) building team. They help with the clothing program and holiday assistance program, helping to sign families up and with any paperwork involved. They help teachers with strategies around behavioral supports in the classroom providing them with different strategies to implement into their classroom. When the principal is out for a meeting, they are sometimes required to cover the administrative duties and help with referrals.

Based on the interviews, the dual role functions as a hybrid of the school psychologist positions and the school counselor position. The dual role provides evaluations for special education, assessments with kids, and works with teachers on IEPs. The dual role providers give guidance lessons in the classroom and hold small groups covering topics such as: behavior and social skills instruction and cognitive behavioral therapy. They also provide individualized counseling to students. They hold evaluations and create plans for Section 504 eligibility. They lead anti-bullying initiatives and may lead the No Place for Hate group. Additionally, they help with the Heartland Feeds the Hungry Friday bag program, Operation School Bell (school supplies and clothing), and help aid families over the holidays.

They are team leads of the PBiS team providing all of the Tier I, II, and III mental

behavioral health supports. At Tier I, they coordinate screenings of social emotional

needs. At Tier II, they organize or facilitate student assistance team or problem-solving

team and screen for academic or behavior interventions. They collect data from teachers

about mental behavioral health needs of their students to determine whether or not Tier I

support tests are needed. They help at Tier III, with the coordination of outside therapists

or refer family's needs to a school social worker for additional community resources and

support. They provide consultation with general education and special education

teachers, parents, and administrators. They help lead professional development behavior

strategies, how to implement, and how to deliver instruction for the behavioral health

mental series.

They participate in the MTSS systems level work, manage data analysis, and

provide instruction on how to analyze this data. They help lead the SAT (School

Assistance Team), the schoolwide problem-solving team. They connect with home about

attendance issues and help to set up attendance plans for students. They are the overall

cheerleader for a positive school climate.

#2: How is each role uniquely beneficial to providing successful wraparound

services to all students?

Distinguished is defined as to discern or to be recognized. All of these support

service providers have several duties that cross over with one another. These duties vary

depending on the school, the amount of support service providers on site, and the access

to assistance. School social worker, Participant #3 defined their role as, "School social

workers are trained mental health professionals who are the link between home, school

and community by providing direct as well as indirect services to students, families and school personnel to promote and support student's academic and social success. The school social worker provides services that strengthen home/school/community partnerships and alleviate barriers to learning." With this definition there is a highlight between the link between home, school, and the community. According to the CASEL model, school social workers can be categorized as the connection between the Schoolwide Systems and Family and Community Partnerships. School social workers are that connection to students' home lives and the different resources outside of the school.

The school psychologist, Participant #1 defined their role as, "... somebody who provides academic and behavioral support for all levels of the continuum universal through Tier III systems support...provide coaching modeling, assessment, help support with data collection intervention development progress monitoring, looking at intervention effectiveness and making database decision making all levels and responding to whatever needs arise, whether their academic or behavior crisis." Based on this definition, school psychologists are focused more on individual interventions compared with group or whole class interventions. They are very focused around collecting data, interpreting what the data says, and providing recommendations for the universal settings and the different Tiers. According to the CASEL model, the role of a school psychologist would mostly align with Schoolwide Practices and Policies.

The school counselor, Participant #4, defined their role as, " ..focus on the students and the classroom, lead lessons and educational opportunities on social emotional topics and being available and knowledgeable to provide individual and group

support for kids like social skills, to work on anxiety, and other things…. training and experience in crisis management, including self-harm and mental health crises." Based on this definition, a large component of this role is direct instruction in the classroom by the school counselor covering a variety of topics around Social and Emotional Learning (SEL). According to the CASEL model, school counselors would mainly align within the SEL Curriculum and Instruction and as well as align with some Schoolwide Practices and Policies category.

Participant #7, a dual role provider defined their role as, "We provide on-site mental behavioral health supports at all levels, including class counseling lessons, small groups, collecting mental behavioral health screening data, designing, coordinating, and delivering the interventions to improve mental behavioral health. Supporting the classroom teacher's teaching and coordination of social emotional learning lessons they teach. Networking with the supports families might need in the community or through other support service providers in our district; such as when students go to a behavior program (Tier III) in our district or go to Boys Town via a contract." With this definition there are multiple components of the CASEL model that the dual role providers fall into. They are linked with the SEL curriculum and instruction based off of their classroom teaching of the SEL curriculum. They are connected with the Schoolwide Practices and Policies by the data collected to inform school wide interventions. They are connected with the Family and Community Partnerships by helping to connect families with the outside resources that they need.

There are several overlapping roles of these school support services providers. Each individual has a slightly different amount of responsibilities based off of

the school that they work in and whether or not there are additional support service providers at these buildings. But each of them really has their own distinguishing factor labeled within the CASEL model, except the dual role, which mainly seems to fall into a broader number of categories compared with the other providers' roles. The dual role has more breath of responsibilities, while the other roles have more depth into their specific responsibilities. Collectively all service providers provide the full wrap around services that students need to be successful inside and outside of the school.

#3: What is the relationship between perceived job satisfaction and perceived success in providing wraparound services to all students?

Two support service providers indicated that having another school social worker in the district would be beneficial to help divide the schools' students in order to best provide the students with social work services. One support service provider indicated that having a link or page on the district website would be beneficial for families who are unsure of how to access help and to inform them of what the school social workers can do for them and their family.

Another support service provider indicated that it would be helpful to provide more context into what the support service providers are doing in order to help all of the district know what is going on in their worlds. Additionally, they recommend that the district have support service providers give updates of what they are doing at their school in order to gauge the fidelity of the program's curriculum and responsibilities.

One support service provider indicated that perhaps there could be a shift in some positions, specifically, the school counselor's role to be able to provide some more varied

services and gather input from more resources. While on the other hand, a dual role provider indicated the ability to lessen their load of responsibilities.

Two support service providers indicated that more professional development would be helpful ranging from professional development at the national level to providing more specific professional development to special education service providers. One support service provider indicated that there are some limitations of the dual role because of the amount of responsibilities that fall into their current position. They recommended having more specific and detailed role descriptions in order to fully understand all of their responsibilities. Another suggestion was to review the Social and Emotion (SEL) curriculum to be more directed and meaningful to students.

Unanimously the support services providers feel supported in their district. There is a strong appreciation for the director of Special Education. Two of the support service providers specifically said that they appreciate the recognition that they receive. The support service providers overwhelmingly feel that the district is open to feedback and they don't feel like there are barriers. All felt that they have a good team of teachers and collaborators to collaborate and work with to continue to promote their services to students.

Two of the support service providers mentioned that in order to get back on track to their normal psyche, they move to structured To-Do items in order to reset back to normal, such as standardized tests or checking emails. Five of the eight support service providers mentioned that they rely on co-workers, family, or friends to help set them back to normal. Four of the support service providers mentioned that they try to disconnect and simply leave work at work. Four out of the eight service providers mentioned that

they rely on some type of exercise to help them reset back to normal. Three out of the eight support service providers mentioned that any type of television or entertainment helps them reset back to normal. Other techniques that were mentioned were breathing techniques and having a good mindset and optimistic outlook helps to get back to normal. Self-care is a vital component in a position that is heavy with difficult situations. While some of the support service providers indicated they are better at this than others, it is an important component to maintain a positive and productive mindset in order to continue to do what is best for students.

Five of the eight support service providers said that they were good at building relationships with students and families. Two of the support service providers said that they have great communication with students, parents, and the staff. Two of the eight service providers mentioned that they were exceptional at being a positive support for the students. Organization, data analysis, collaboration, and delivery were other strengths that were mentioned.

Six out of the eight support service providers mentioned that time management or allocation was a needed improvement. Five out of the eight support service providers indicated that small/individual group interventions were a priority of improvement. Two of the eight mentioned that maintaining long term relationships with students was a needed area of improvement. Being intentional with students and following up with them was another mentioned improvement. Clear expectations of assignment tasks, job descriptions, and functions was an area that support service providers felt needed a little bit of clarification. Some indicated that being able to maintain and uphold their own tasks and not taking on tasks that aren't their responsibility was an area for individualized

improvement. There was mention of prioritizing the tasks needed to be completed in the most logical way should be a priority.

In Response to Coronavirus Disease (COVID 19)

In preparation for the future, there were questions in regards to how the support service providers have worked through the initial response to COVID 19. One theme that resonated through the support service providers' responses to, "Because of COVID 19, what has this brought to light within your role," was the importance of human interaction.

Participant #6 said, "School is much more than academics… people rely on school."

Participant #2 said, "We absolutely need to be in school to meet kids' needs."

Participant #5 said, "I spent more time with kids than I really thought I did."

Participant #7 said, "And I don't have a way to have an influence now." I guess I have an appreciation for how much real time, shared and incidental contact supports effective school practices."

Not only is it important for students to have that connection with the school's resources, education, and peers, but it is also important for the support service providers to have the human interaction and connections within the school. There is something to be said about relationships, human interactions and engagements. It helps to develop a sense of meaning and value when those connections are taken away. Unfortunately, being motivated and inspired is a lot harder to come by.

In response to, "How has the current situation highlighted what you truly do well," three of the eight support service providers indicated that a highlight of what they do well is making good connections and relationships with students. Additionally, in response to the question of, what can you improve?" five out of the eight support service providers indicated that they could strengthen their relationships and connections with students. Within these roles, being a mentor, role model, and trusted adult is very valued. In times of uncertainty and disconnection, these roles are more important than ever. Students need to be provided those wraparound services in order to be the best they can be in all settings. By the lack of face-to-face human interaction, those connections can continue to remain strong or wither away depending on the efforts, availability, and accessibility put into the relationship.

Some of the other themes that came up during this line of questioning are: navigating the new forms of communication, plan and revise current planning, differentiating how to share information and teach, how to manage the increase in families' essential needs.

Chapter 9: Themes

This qualitative study has provided several conclusions, based on the interviews conducted with the support service providers, that answer the essential questions of the study. Determined by the interviews, all of these K-6 support service providers provide wrap around services to students through varied systems and responsibilities. These providers have a variable range of knowledge within the mental, social, and emotional health field. Within their capacity, they give their students the resources and the wraparound services needed for them to thrive. Based on the data collected throughout this qualitative case study, there have been four identified main conclusions that should be further reviewed and researched for the optimal results and recommendations.

Motivation

The first conclusion concluded from this study is the motivation behind the different support service providers. These support service providers have a strong sense of motivation and pride for their occupation. All of them provided answers indicating that their primary goal is to serve students. They demonstrated how much of themselves they put into their work throughout the interview process. These interviews were heartfelt conversations and brought forth a range of emotions revolving around their profession. This is not only a job, career, pay check, but it is a way of life. They are all very service-oriented and when all questions were asked and answered, there was clarity in their passion for providing mental health wraparound services to all students. Within these types of occupations, it is important to have a strong sense of emotional competence and intelligence. Having a high sense of emotional intelligence is pivotal to

gaining cooperation from other colleagues and services in order to achieve their desired outcomes and thriving through a mentally difficult career (Hen & Goroshit, 2011).

The CASEL model provides the most ideal delivery of successful wraparound services to students. As indicated in Chapters 4-8, these support service providers do an excellent job providing those services to students. Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making are what these support services providers are working to provide their students. School social workers tended to fall mainly within three of the different components of the CASEL model: Self-Management, Relationships Skills, and Responsible Decision Making. The other three roles of school psychologist, school counselor, and dual role provider had strong evidence that they were involved in all of the different components that make up the CASEL model. This is demonstrated through the delivery of the SEL curriculum PBiS, MTSS, small groups, individual testing, and many more. While each role varies in the amount of communication between the different entities of the classroom, school, and home life, they successfully provide students and families the information and assistance for successful wraparound services.

Therefore, these support service providers are trained to help students with their own emotional competencies, while maintaining a strong sense of emotional competence themselves. Having a strong sense of emotional intelligence helps to process emotional information such as perception, assimilation, expression, regulation, and management of emotion (Hen & Goroshit, 2011). These support service providers at some point directly or indirectly stated that they are good at building relationships, which is the bridge between building and strengthening students' emotional intelligence and competence.

Because of the nature of this role, there are some blurred lines within the communication and the responsibilities of the support service providers and the students that they directly serve. With different schools brings different challenges, therefore, cannot be completely replicated in every building with every support service provider. There is not a hard line within the responsibilities because that is not the nature of the job and the amount of support service providers available at each school site.

Self-Care. Based on the findings of the role of motivation within these support service providers and their desire to serve, the recommendation for this continued success would be to promote continuous self-care and professional growth.

Social support can mediate or reduce stressors. When workers are provided with the ability to establish autonomy in their work it creates a self-determining factor (Anderson & Slade, 2016). Self-care is a vital component in a position that deals with highly emotional, complex situations. While some of the support service providers indicated they are better at this than others, it is an important component to maintain a positive and productive mindset in order to continue to do what is best for students. All of these support service providers indicated the importance of having an outlet or source of emotional release through different activities was important factor keeping them emotionally well. Some of the outlets mentioned were having a strong support network inside and outside of the school. Being able to focus on other hobbies, activities, exercise, and family functions to give your mind a break from the sometimes-daunting reality of the position helped them to decompress from the day.

As a district, it is recommended to continue to promote these self-care practices in order for the support service providers to function at their best and be able to provide the

students with the wraparound services needed to thrive. The recommendation could be providing the support service providers with professional development around self-care. Supervisors could promote this by providing different incentives to the support service providers.

Professional Development. Several topics emerged when asking the question of what the top five professional development topics that support service providers feel are the most important topics to cover. The most common response was trauma/crisis/grief response. Seven out of the eight support service providers indicated that some version of trauma/crisis/grief response was a necessity. Preparing and being trained on this will help the support service providers help aid students with anxiety in past situations and in the current climate of the world.

The second most common response was being trained on behavior management and the behavioral universal supports ranging from Tier I-III. These supports are already in place, but are always changing and evolving with the different needs that the students come to school with. The third most common response was the need for additional professional development around general mental health.

The fourth and fifth most common responses for needed professional development were collaboration and time management. Time management and time allocation was mentioned often throughout the interviews indicating the need for more time. By providing additional professional development these two topics would support productivity, self-care, transparency, and accountability.

Therefore, it is recommended that the district use these responses around the important professional development topics in order to plan their upcoming professional

development. They should execute these sessions around the topics that the support

service providers feel are the most appropriate to learn more about in order to best

provide their services. In addition, Participant #5, specifically indicated that it would be

a benefit for the support service providers to be able to attend more regional, state, or

national conferences in order to be given a broader range of professional

development. The varying content and development at these levels could really help to

advance the existing programs.

Challenges

      Fidelity of Services. Another main theme that arose from this study was the

different types of challenges that support service providers face. One of the challenges

identified throughout the interviews, were issues that are "out of their hands" or the

"untouchables." Students' at-home needs are not being met, so therefore, it is hard to

make continued progress because there are missing pieces of the CASEL's model

provided to the individual students. There is a lack of positive mentorship for some

students. While the TEAMMATES program is utilized, there are not enough mentors for

the number of mentees within the district. There is a need for more mentors or positive

adult role models for these students. Additionally, access to outside mental health

services and the follow through with referrals is left for the parents/guardians to continue

with these recommendations. There are multiple factors that cause students to not be

treated with all of the recommended services such as: transportation, finances, stigma,

and many more.

This is an area that could prove more beneficial with additional research conducted in this area around the Home-to-School connection and bridging the gaps between the two.

Time Allocation. Another identified main challenge that resulted from these interviews is time allocation/time management. Time allocation and time management is a common theme that was discussed during the interviews. Time spent on tedious and draining tasks might degrade any worker's motivation and satisfaction. When workers feel that they are able to maximize their time with meaningful or rewarding tasks, they may feel more effective at their jobs (French et al., 2020). There were some responsibilities that the support service providers felt that they did not have enough time to be effective with these services such as: small groups, individual counseling sessions, and connecting with more families etc. This conclusion demonstrates that the district has provided their support service providers with a full list of responsibilities. While this may not be something that can change, perhaps there can be a better method to allow their responsibilities to be more manageable by: providing a priority list, allowing more autonomy on specific tasks, and re-allocating or dividing some of their tasks to another individual's list of responsibilities, providing professional development on how to streamline some services and many more.

Role Satisfaction & Recognition

The last identified theme is the importance of role satisfaction and recognition, which ties into the previous results. Role satisfaction is the attitude that employees have toward their jobs (Anderson & Slade, 2016). Role burnout has three dimensions: emotional exhaustion, depersonalization, and perceptions of diminished effectiveness

(Anderson & Slade, 2016). There is much value in a support system, not only within personal life, but also in professional life. When there is a strong support system at work, workers feel more autonomously motivated and are more engaged at work when they believe that their organization cares about their well-being and values their input and feedback. Employees feel a sense of positive autonomy when supervisors acknowledge their feelings and perspectives, instead of exerting control over situations. In turn this helps to provide meaningful rationales behind assigned tasks (Anderson & Slade, 2016). When there is a lack of specific guidance from a supervisor, there can be a sense of misdirection, but as a result of the interviews, these support service providers indicated that they feel that they have a strong leadership of support (Anderson & Slade, 2016). Acknowledgement and support from leadership is vital to complete their jobs effectively and thus reduces over all job-related stress (Anderson & Slade, 2016).

Within the interviews, there was unanimous response of the support service providers that they feel supported by their district. They feel comfortable with expressing their concerns or suggestions and provide their feedback. While feeling heard is important, individuals who dedicate the time and effort to work who do not receive recognition are likely to have poor job-related cognitions. There is a need for both enriching and rewarding task balance in order to be fulfilled at work (French et al., 2020). Although the district is willing to receive feedback, they can also be proactive initiators of feedback by providing their support service providers with feedback or recognition unprompted. Making this recognition more of a public forum, increases overall morale among all employees. It also models what supportive and proactive leadership looks like for all employees to model themselves off of (Kwangsu, 2019).

Another conclusion that resonated throughout the interviews that ties into recognition, was promotion of the support services district wide. The method could be through the district website, social media outlets, visual shout outs in the schools, etc. The promotional material could be more actively acknowledging the wonderful programs and connections that the support service providers have contributed to their students and community. The promotional material could simply be information for the parents and community on what these support service providers do, what services are offered, and who to contact with what needs.

Conclusion

In sum, the support service providers, as a collective entity, within this Midwestern school district are able to provide complete wraparound services to their students. While the role descriptions some of the specific job's tasks have some overlap school to school, there is an overall defined position within the CASEL model for each support service providers. School social workers are providing the most services within the Schoolwide Systems and Family and Community Partnerships. School psychologists fall more within the area of Schoolwide Practices and Policies. School counselors cover the SEL Curriculum and Instruction. The dual role provider functioning as a hybrid between the school counselor and school psychologist. Therefore, they cover the Schoolwide Practices and Policies, and SEL Curriculum and Instruction, and the Family and Community Partnerships of the CASEL model.

Based on the conversations around COVID 19, the CASEL model still seems to hold up as an all-encompassing model to follow in order to provide full wraparound services. With additional studies after or during the midst of the pandemic, there could

be additional findings that could potential yield additional findings around the CASEL

model structure. This would be an area that could benefit from future studies.

While these support service providers overwhelmingly feel as though they are

supported, they still feel that there are areas of improvement. The support of their district

makes them feel valued and that they have a voice to share their thoughts and

concerns. Because of this passion these support service providers want to provide

students with the most ideal wraparound services, so they advocate for changes,

adaptations, and improvements. Because they feel valued at the district level, they are

not afraid to share what they truly feel is best for students.

Challenges are inevitable; the two domain challenges that were concluded from

this study were the fidelity of services and time allocation. The School-to-Home

connection is an area that could use some improvement. When the recommendation

services are not being utilized by families and students, it is difficult to make progress

with these students. There is a disconnect within the CASEL model of wraparound

services. The district level could improve that amount of support by promoting these

support service providers districtwide not only for recognition, but also for education to

families about the services. Having enough time is a very common issue, but the district

can research programs to make work more efficient, which could alleviate some of the

associated stress.

The perceived success with providing students the wraparound serviced needed

and overall job satisfaction align with one another. As a collective group, they feel

supported within the district, in addition, they are all very passionate about their roles and

what they do for students. Thus, concluding their motivation to service radiates

throughout the support service providers while maintaining overall healthy job satisfaction. They have constructive ideas on how they can personally improve within their roles through the promotion of self-care and professional development covering best new practices for support service providers. Their overall goal is to provide the students with the services that they need to be happy and healthy. Because there is a healthy relationship between job satisfaction and perceived success, they have the drive to continue to do better. All of the support service providers seemed genuinely content with their position, while at times overwhelmed and in need of self-care. All support service providers were able to provide the examples of what they felt that they did well within their position. It is not surprising that among these altruistic individuals that the most common response was feeling successful at ability to build meaningful relationships with their students.

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Appendix

Interview Questions

The following questions have been written for the interviews of the support services providers. These interviews will be conducted via Zoom and take a maximum of 45 minutes. These questions are based on the conceptual framework: Hershey and Blanchard Model: Competence vs. Confidence.

WCS Support Services Study Interview Questions

Semi-Structured Interviews (max. 45 minute interviews)

Individual Role Perceptions (School Psychologists, School Counselors, & Social Workers) **BEFORE the outbreak of COVID-19**

1. Prior to COVID 19, what is your traditional role? What do you do?
2. Prior to COVID 19, what is the perceived role of others (support service providers)? What do they do?
3. Prior to COVID 19, if you wrote a job description for yourself, what would it be?
4. Prior to COVID 19, what do you wish you could do as part of your job?
   1. Prior to COVID 19, what would be the five most important topics to cover if you were in charge of professional development for counselors, social workers, and psychologists?

5. Prior to COVID 19, what did you not do well?

6. Prior to COVID 19, Describe a typical week.

    1. When you notice yourself experiencing compassion fatigue (whether burnout or secondary traumatic stress), what do you do in order to "reset back to normal"?

AFTER the outbreak of COVID 19

    1. Because of COVID 19, what has this brought to light within your role?

    2. Because of COVID 19, has your role shifted to more specifically defined or more differentiated? If so, how?

    3. How has the current situation highlighted what you truly do well? And what you could improve?

District Level Supports   **BEFORE the outbreak of COVID 19**

    1. Prior to COVID 19, is there anything the district could do differently to support you?

    2. Prior to COVID 19, what does your supervisor, team, or staff do that helps make your job successful?

Student Benefits   **BEFORE the outbreak of COVID-19**

    1. Prior to COVID 19, what supports for students are not being met?

    2. Prior to COVID 19, what do you do well?

1. How can you increase your capacity to effectively meet the needs of your students?

CONSENT EMAIL SENT

1.) **Title of Study:** Defining Support Services Providers Roles

2.) Purpose and General Description of the Study

The purpose of this program evaluation is to more adequately define the roles of counselors, school psychologists, and social workers (within student services) in order to examine how each role contributes to providing wraparound services.

3.) What does participation involve?

If you choose to participate in this research, data will be collected through individual interviews. The interviews will be conducted via the digital tool Zoom. Prior to the interview, a calendar invitation will be sent with the Zoom link. The interviews will be recorded in order to ensure complete accuracy. Interview will last no more than 45 minutes with a target time of 30 minutes. Your interview will consist of open-ended questions on the topics of your role and wraparound services to students. After the interview, your answers will be transcribed from the audio recording. You will be provided a copy of the audio recording and transcript for your review.

Interviews will be scheduled between May 4, 2020 through May 15, 2020. Interviews can occur at the time most convenient for you including before, during, or after contracted time. Make-up interviews can be scheduled the following week.

4.) Confidentiality

I am an outside graduate evaluator and not employed by the district. The data from

the interviews will be stored digitally on the University of Nebraska at Omaha secure

drives under the supervision of my advisor.

During the qualitative coding of the interviews, each interview will be assigned a

number. Themes will be analyzed by coded number and later associated with job role

and level.

Results will be reported as part of my doctoral dissertation. Results will be

aggregated and only reported by job role or level. There will be no individual

identifiers such as name, school site, or comments that could individually identify a

person. You and the district will be provided a copy of the final dissertation.

5.) Participation/Questions

If you elect to participate in this study, please respond back to this email by Monday,

April 27, 2020. (hbaker@unomaha.edu). I will schedule a time with you during the

week of May 4th-May 15th.

For your preparation purposes, the interview questions are provided below.

If you have any questions about the study, please contact me (hbaker@unomaha.edu)

or my advisor Dr. Tami Williams (tamarawilliams@unomaha.edu).

ProQuest Number: 28150510

ProQuest 28150510