Letter from the Chair

This past summer, NASW hosted a national conference titled, “Restoring Hope: The Power of Social Work.” Social work practice is grounded in helping people realize that every individual has the potential and resources to see their hopes become reality. Schools provide a setting for children to grow academically, socially, and emotionally. School social workers recognize that every child has the potential to succeed in school and have positive relationships with others. Although many children live in environments that create barriers to learning and emotional stability, school social workers, using a strengths perspective, provide respect, genuine care, empathy, and a nonjudgmental approach (Saleeby, 2000) to children and their families as they attempt to overcome these barriers.

Hope helps us imagine what is possible and assess the resources within us and around us to achieve our goals. Schools are supposed to provide an environment that is open to all, a protective haven that allows each student to reach his or her full potential. School social workers provide the services and supports necessary when schools do not feel safe or when students stop hoping and give up on themselves.

In this newsletter, Derrick Ampey writes about the role of school social workers in decreasing the number of African American males who drop out of school. He explains that when these young men begin to give up hope, they often turn to truancy, which is a common precursor to dropping out of school.

It is widely known that many middle school and high school students feel unsafe in school because of their sexual orientation (Kosciw, Greytak, Diaz, & Bartkiewicz, 2010). We also know that children who are deaf are more likely to experience bullying (National Deaf Children’s Society, 2011). Hallock, Jailer-Coley, Graff, and I discuss the challenges faced by deaf and hard-of-hearing youth who also identify themselves as gay, lesbian, bisexual and/or transgender, and we address how school social workers can restore hope to this unique population.

The article written on universal design and universal-design learning shows how school social workers can advocate for environments and learning opportunities that are developed for all students and their diverse abilities. The hope is to minimize the need for these students to have special accommodations and to ensure they have the right educational resources just like everyone else.

Beth G. Betman, LICSW, LCSW-C
Chair, NASW School Social Work Section

REFERENCES


In public school districts with minority students from all ethnic and racial backgrounds, the dropout rate for the African American male subgroup appears highest. In today’s society, completing high school is one of the main requirements for getting even a low-wage job, and earning a high school diploma or GED is the minimum requirement for accessing postsecondary education.

Truancy is the first sign of trouble, the first indicator that a young person is giving up hope and losing his or her way in school. Research tells us that students who drop out of high school are unlikely to have the minimum skills and credentials necessary to function in today’s increasingly complex society (Child Trends, 2011). The role of the school social worker is to work toward combating and reducing truancy by being a part of community group efforts that seek to decrease truancy.

Research shows that we can accurately predict which students are likely to drop out of school as well as some of the early warning signs and risk factors. Belfantz (2008) noted that many of the students who eventually drop out can be identified as early as sixth grade because they exhibit predictable indicators, such as:

- low attendance rates
- behavioral problems
- course failure in two or more core classes

A pattern of truancy often leads to court involvement and, in some cases, residential placement in a juvenile detention facility. Behavioral problems often lead to multiple out-of-school suspensions, resulting in a lack of critical instruction time and course failure. In regard to juvenile residential placement, these institutions offer a structured curriculum in which students appear to show progress; however, they lack programs that address transition skills for returning to public school. The implications are that students who are placed in residential facilities during the eighth-grade year in middle school and are released directly into high school without any transition skills are set up for...
failing one semester or more of ninth grade.

Research shows ninth grade is a critical year for most students. Students with a pattern of chronic truancy and deviant behavior far too often fail one or two of their core classes or receive low grades in them. This poor performance can lead to a failure to accumulate enough credits for promotion to the tenth grade. A ninth grader with just one of these key factors has at least a 75 percent chance of dropping out of school (Monrad, 2007). The research suggests that students who develop risk factors in any one of these areas during middle school tend to be unprepared for the rigors of the high school curriculum.

In cases where African American male students had an emotional impairment, a learning disability, or other health-impairment, they were more likely to receive out-of-school suspensions than whites in the same or similar situations (Monrad, 2007). The Child Trends (2011) data bank on high school dropout rates indicates the dropout rate for African American males reached a historic low of nine percent in 2007 but rebounded to ten percent in 2008.

The role of school social workers is to bolster the hope of these young men and others like them by involving parents. Families and schools should work together to form a mutual trust to solve problems and reduce dropout rates especially among African American males. School social workers can pair more closely with school administrators by advocating for a reduction in the number of suspension days a student receives for discipline referrals. Such positive behavior support results in the student understanding his mistakes and not losing too much instruction time. Schools should assist social workers who look for ways to reduce the student behaviors that negatively affect learning. Horner (2007) asserts that positive behavior support (PBS) is an integrative approach that promotes prevention efforts, teaches appropriate behavior, and acknowledges positive behavior. School social workers can develop short- and long-term goals that employ PBS, which is defined as “a systems approach for establishing the social culture and individualized behavioral supports needed for schools to be effective learning environments for all students” (Horner, 2007). Taking steps to promote a more conducive learning environment can teach African American males that there are ways to benefit from the education experience. It also helps them not to become disconnected from their peer groups because of too many out-of-school suspension days for negative behaviors.

School social workers can also play a role in restoring hope to families by providing intensive monitoring, counseling, and other family-strengthening services to prevent students from giving up on their education and dropping out of school. Schools can help by being family-friendly, and by encouraging teachers and parents to make regular contact before problems arise. This involvement can motivate African American males and other minority students who have dropped out of school to eventually return to an educational program to earn a diploma or GED.

Derrick D. Ampey, LMSW, ACSW, is a school social worker with the Lansing School District. He can be contacted via e-mail at Derrick.Ampey@lansingschools.net.

**REFERENCES**


The NASW (2008) Code of Ethics preamble states:

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty...

Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

It is imperative that as school social workers strive to adhere to the values in the NASW Code of Ethics, they advocate with and on behalf of vulnerable populations, including students with disabilities. According to the U.S. Department of Health and Human Services’ Office for Civil Rights (2006), students with disabilities are protected from discrimination by law under Section 504 of the Rehabilitation Act of 1973. Furthermore, the U.S. Department of Justice (2009), through the Americans with Disabilities Act of 1990 and its update, the ADA Amendments Act 2008, confirms the need for advocacy for students with a disability in that “discrimination against individuals with disabilities persists in such critical areas as...education.”

School social workers can be of best service when they partner with students and families in ways that enhance the students’ capacity to address their own needs. While students with disabilities are considered a vulnerable population, they are not helpless victims who must rely on others to know what they need. On the contrary, students with a disability and their families know best what they need to be successful in school. This reality often contradicts the historic negative stereotypes of individuals with a disability. School social workers can also work to change the negative stereotypes by helping students, their families, and school personnel become educated about the legal rights of people with disabilities and the importance of school-wide implementation of universal design. By doing so, school social workers can promote clients’ socially responsible self-determination, which is in direct alignment with 21st century attitudes about people with disabilities. School social workers can enhance well-being and help meet the basic human needs of all people, including students with disabilities, by developing an understanding of universal design (UD) and, more specifically, principles for universal design for learning (UDL).

Burgstahler and Cory (2008) reported the history of UD, which originated in the field of architecture from the pioneering work of Marc Harrison, professor of industrial engineering at the Rhode Island School of Design. Harrison used his life experiences as a person with a disability to question design philosophy. He refused to subscribe to the prevailing attitude about both design philosophy and himself as a person with a disability. Historically, architectural and product design catered to the average person with average abilities at the exclusion of people of all abilities. Architectural and product design limitations were not recognized as part of the problem for people with disabilities, let alone questioned. Through the pioneering work of Harrison, conventional thinking began to change as he challenged perspectives about design philosophy. He refused to subscribe to the prevailing attitude about both design philosophy and himself as a person with a disability. Harrison used his strengths and unique vantage point, afforded through years of rehabilitation for a traumatic brain injury he experienced as a child, to advocate that the challenges he and others with disabilities faced resulted from a lack of fit between what was needed to function fully in daily life and what was available through the environment. With his academic and professional work, Harrison...
raised awareness of the need to tackle problems related to products and environments affecting people with disabilities, which could be addressed by designing products for people of all abilities (Burgstahler & Cory, 2008).

Burgstahler and Cory (2008) note the term “universal design” was introduced in the 1970s by Ronald Mace, at North Carolina State University, who was recognized internationally as an architect, product designer, and educator. Like Harrison, challenged conventional thinking and advocated for a more inclusive design approach to meet the needs of more people, including those with a disability.

Universal design expanded from the field of architecture and product development to disciplines like education. The work of Harrison, Mace, and other pioneers inspired educators to challenge assumptions about students with disabilities, to think in new ways, and to design educational processes that better reflect the overall diversity of students and their wide range of abilities and learning styles. This new construct, referred to as Universal Design for Learning (UDL), is defined by the Center for Applied Special Technology (n.d.) as a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL calls on educators to design curriculum and education processes that “provide students with a wide range of abilities, disabilities, ethnic backgrounds, language skills, and learning styles multiple means of representation, action and expression, and engagement” (Burgstahler, 2011, p. 2). UDL is intended to make the educational experience more accessible to all students pursuing an education, without requiring a student with a disability to ask for “special accommodations,” because universal design solutions generally benefit more than one group of users. For example, instead of designing a building or a curriculum to meet the needs of an “average learner,” design is completed with a broad range of learners in mind. Universal design includes building in flexibility for accomplishing assignments and learning activities for all students, not just students with a disability. An example includes providing a choice of methods for students to complete an assignment like writing a paper, taking a test, designing a website, or giving an oral report. Providing options for student learning assessment to all students is not only good teaching practice but also

**CALL FOR PAPERS**

Special Issue of *Children & Schools* on School Social Workers and Military-connected Schools

*New Directions in Practice, Research, Policy, and National Leadership*

Ron Avi Astor and Rami Benbenishty, Special Issue Editors

*Children & Schools* will publish a special issue on the needs of public schools serving military-connected students. These students experience multiple deployments, family separations, and other stressful life events that their non-military-connected peers do not undergo. Recent studies have shown that supportive schools can shield students from intense depression, conduct problems, feelings of alienation, anxiety, and school failure; however, for schools to serve as protective settings for military-connected students, school personnel need to be aware of both this population’s presence and its particular needs.

Many civilian school district personnel do not even realize that students from military families are attending their schools. In addition, civilian school personnel are frequently unaware of the needs of military-connected students because they have not been trained to respond appropriately to the unique and often intense experiences of such students. Awareness of the presence, experiences, and needs of military-connected students in public schools must be increased.

School social workers can take a national leadership role developing and implementing practices and policies that address the needs of military-connected students. Social workers have the unique capacity to address and integrate issues of policy, sensitize school staff, bring evidence-based practices to military-connected schools, improve school climate, and work with military families.

The overarching goal of this special issue will be to present articles that describe the current state of school social work knowledge and best practices in military-connected schools and provide insights and implications that will help teachers, principals, school social workers, and other staff better serve military-connected students in the future. Manuscripts examining the perspectives of school staff, students, and parents in military-connected schools and outlining best practices for such schools are encouraged.

The deadline for submissions is February 28, 2013. Manuscripts should be no more than 20 double-spaced pages in length. To prepare your manuscript in proper format for submission, view *Writing for NASW Press: Information for Authors* on our Web site at http://www.naswpress.org. Please submit manuscripts as Word documents through the online submission portal at http://cs.msubmit.net (initial, one-time registration is required) and indicate that your submission is intended for the “Special Issue on School Social Workers and Military-connected Schools.”
reflective of designing a curriculum using UDL principles.

Universal design learning principles are based on a new paradigm of service provision, a paradigm that is philosophically clearly aligned with the values of the social work profession. Educational services for students with disabilities were built on tenets of the medical or rehabilitation model, and reinforced a “separate but equal” system. The new universal design paradigm promotes full inclusion and recognizes that the environment and curriculum design can limit the full participation of individuals with disabilities. Principles of universal design for learning forge new alliances between students with disabilities and students who are not disabled, leading to more inclusive physical and social learning environments.

There are many UDL solutions that students, families, and school social workers can advocate for to help overcome some of the common curricular challenges faced by students with a disability. Examples for applying UDL in curriculum design include the following suggestions:

- Use a variety of instructional methods and materials, such as visual aids, handouts, and online activities
- Use different modes (pictorial, verbal, tactile) for repeated presentation of essential information
- Ensure all videos and online resources are captioned
- Use innovative ways, such as alphabetical grouping, to assign small groups in order to promote inclusiveness
- Provide adequate space for the use of assistive devices or personal assistance.

School social workers recognize that strengths exist in all cultures. The culture of students with disabilities is no exception. Students and their families continually advocate for accommodation in educational settings, but unfortunately, grow weary from the “fight” for accommodation, because systems are often unresponsive. We can help students and their families remain hopeful. School social workers are called to action to advocate for features of universal design in all educational settings, benefiting students with disabilities and all other students as well and minimizing the need for “special” accommodations.

Brenda S. Butterfield, MSW, is an instructor of psychology at the University of Minnesota–Duluth. Prior to entering higher education, she practiced social work in Minnesota and Washington State for nearly 15 years. She is currently pursuing a doctorate degree in education, specializing in teaching in learning.

Penny Cragun, MSED, is the director of the Office of Disability Resources at the University of Minnesota–Duluth.

Lynn Bye, PhD, is an associate professor in the MSW program at the University of Minnesota–Duluth. She worked for several years as a school social worker and earned a doctorate degree in social work from Rutgers University in 1994. She joined the graduate school faculty at the University of Minnesota–Duluth in 2001. Over the course of her career, she has served as chair of the National Association of Social Workers, School Social Work Section and received several honors.

REFERENCES


RESOURCES

www.cast.org/udl/index.html

www.washington.edu/doit/DOIT/CUDE/

www.k8accesscenter.org/training_resources/UniversalDesign.asp

www.d.umn.edu/access/

www.ahead.org/students-parents

www.design.ncsu.edu/cud/about_ud/about_ud.htm
SCHOOL SOCIAL WORK with Deaf LGBT Youth:
Strategies for Restoring Hope

BETH G. BETMAN, MSW, LICSW, RPT • ELEANOR JAILER-COLEY • MARISSA GRAFF • TAYE HALLOCK

The views that every child should have the opportunity to be successful in school and that the school plays a major role in child development are widely accepted concepts; however, the reality is that many children are unable to maximize their potential.

The school social worker is in a unique position to understand the environmental factors that contribute to social and emotional stresses for students and can provide not only individual and direct intervention but also services from a full range of interventions (Bailey, 2000). Deaf and hard-of-hearing students who also identify as lesbian, gay, bisexual, or transgender (LGBT) are at a high risk of losing hope that they can succeed in a school environment that often does not fully understand either of these identities. The school social worker, using a strengths perspective, can provide services that will restore hope to individual students and sensitize the school environment to this unique population.

INCLUSION
Since the passage of the Individuals with Disabilities Education Act, educating students in the least restrictive environment has been a priority. Inclusion strategies for students with disabilities, such as hearing loss, are emphasized. Inclusion is the practice of educating all students in the same classroom, regardless of ability. Inclusion “focuses on acceptance rather than exclusion” and confronts stigma in a way that creates positive environments that help with students’ self-esteem and social acceptance (Eriks-Brophy, et al., 2006, p. 54).

Eriks-Brophy, et al.’s (2006) conception of inclusion has significant implications for students with disabilities as well as for students with other differences. For example, schools have become increasingly aware of the need for LGBT-inclusive policies, curricula, and environments. These inclusive measures parallel the inclusion of students with disabilities by challenging misconceptions, promoting social acceptance, and fostering positive learning environments.

Inclusion has greatly influenced students with hearing loss and students who are LGBT; however, the effect of inclusive strategies is unclear for the population of LGBT-identified students with hearing loss. There is a noticeable lack of information on this overlooked and underserved population. While this article explores the current situation facing such students, future research is necessary in order to identify their exact needs and the most appropriate interventions.

CHALLENGES
Seventy-nine percent of school-aged deaf and hard-of-hearing children are educated in inclusive settings (Eriks-Brophy, et al., 2006). Deaf and hard-of-hearing students in inclusive school settings face several challenges, many of which stem from barriers to communication. Those barriers may include trying to communicate with those who do not know American Sign Language (ASL) or struggling to hear speech during a spoken conversation. Ninety percent of deaf children are born to hearing parents and grow up in a largely nonsigning society. Access to communication is crucial to building self-esteem, and deaf and hard-of-hearing children who struggle to connect with others because of communication barriers may have lower self-confidence. They may struggle with their sense of belonging and identity development (Hardy, 2010; Jarvis, 2003).

APPROACHES TO INCLUSION
Inclusion strategies in schools may incorporate both indirect and direct approaches. Indirect approaches include raising the profile of deafness within the schools, providing advice and training for educators, deaf awareness training for students, identifying appropriate resources for classroom use, and utilizing technology (Jarvis, 2003). Technology may include hearing aids, cochlear implants, FM and other audio systems, communication access real-time translation (CART), and closed-captioning. Students may also use ASL interpreters. Direct approaches include discussing the social and
emotional issues with students, informing teachers and students of deaf students’ needs (and strategies for addressing those needs), and facilitating interactions with others through communication sessions that help break down barriers and encourage peer support (Jarvis, 2003). These steps raise awareness within the school community, and they encourage communication and the relationships in order to counter the misinformation, negative attitudes, and social isolation that harm deaf and hard-of-hearing students’ mental health.

THE LGBT STUDENT

• Sixty one percent of middle school and high school students feel unsafe at school because of their sexual orientation (Kosciw et al., 2010).
• Forty percent of middle school and high school students feel unsafe at school because of their gender expression (Kosciw et al., 2010).
• Sixty one percent of LGBT students with access to an inclusive curriculum felt more accepted by their peers, as opposed to thirty seven percent of those without an inclusive curriculum (Kosciw et al., 2010).

CHALLENGES

Approximately one in ten students identifies as LGBT, and these students are immersed in a school environment and broader society that takes heterosexuality and gender conformity for granted. These students often confront harassment inside and outside of school. Hostile school climates contribute to high absenteeism, poor academic performance, and poor psychological well-being among LGBT students, such as depression, anxiety, and low self-esteem (Kosciw et al., 2010). Exclusion and harassment from peers has significant consequences for LGBT students’ mental health.

APPROACHES TO INCLUSION

While not mandated by education law, like the inclusion of students with disabilities, many schools have recognized the need to become more inclusive environments for LGBT students, and they have adapted their policies, curricula, and teacher training to do so. Eighty-one percent of schools report anti-bullying and anti-harassment policies that protect LGBT students (Kosciw et al., 2010). In addition to these policies, schools have developed inclusive environments for LGBT students by creating gay-straight alliances (GSAs) in schools. These student-run groups offer safe spaces for support and also increase feelings of connectedness for LGBT students within their school communities. Students in schools with GSAs are more likely to feel safe and included than students in schools without them; however, less than half of schools have these organizations (Kosciw et al., 2010). Another effective, but often underutilized, strategy is LGBT-inclusive curricula. Educators use diversity-focused lessons with students not only to encourage critical thinking and academic skills, but also to foster positive attitudes toward difference as well as respect for others (Gay Lesbian and Straight Education Network [GLSEN], 2012).

THE DEAF/HARD-OF-HEARING LGBT STUDENT CHALLENGES

Deaf and hard-of-hearing students who also identify as LGBT face overlapping marginalization and are at higher risk for exclusion in schools despite the inclusive strategies mentioned above. Students’ identities do not exist exclusive from one another, yet they are often thought of this way. Students experience their race, ethnicity, socioeconomic status, gender, sexual orientation, and ability simultaneously, and the intersections of these identities contribute to the complexity of each student’s lived experience. Deaf and hard-of-hearing LGBT students are simultaneously experiencing two identities, among many others, that are marginalized, can lead to social isolation, and are largely viewed from a deficit perspective. The statistics above demonstrate the social challenges faced by deaf and hard-of-hearing students and LGBT students, and the significant consequences for each population’s mental health. The coexisting oppressed identities of deaf and hard-of-hearing LGBT students compounds these effects, putting them at high risk for mental health problems.

APPROACHES TO INCLUSION

There is significant overlap between the existing approaches to inclusion for deaf and hard-of-hearing and for LGBT students, yet they seem to exist separately, as is often the case with students’ hearing and sexual identities. Strategies for inclusion must follow the reality of intersecting identities and become more comprehensive. Current approaches do not need to be eliminated, but adapting them could make them stronger and more beneficial to deaf and hard-of-hearing LGBT students.

For example, school social workers may encourage schools to incorporate technology or ASL interpreters into GSA meetings and make ASL clubs’ book selection for Shared Reading Projects more inclusive of diverse families, such as LGBT families (see below for more information). Books may be selected from the AMAZE curriculum, which tackles anti-bias in elementary schools by addressing different types of diversity, from disability and sexual orientation to other differences such as age, race and ethnicity, religion, and family structure (amazeworks.org). This approach of handling bias and harassment as a whole by raising awareness and increasing sensitivity for all differences can be utilized to make other existing programs and policies beneficial for students who experience intersecting oppressed identities.

Such comprehensive approaches to inclusion and teaching social acceptance of all diversity may help provide more holistic support for students with multiple oppressed identities, such as deaf and hard-of-hearing LGBT students. Comprehensive inclusion strategies can pull on similarities across identity by promoting the self-esteem of diverse students and increasing social acceptance through exposure to differences; raising awareness of policies and developing advocacy and self-advocacy skills; and introducing early intervention of inclusive strategies, since peers can have
an overwhelmingly positive or negative influence on students. Sensitizing children early can facilitate positive peer-support systems later.

School social workers working with individual students can recognize the intersection of these identities and instill a belief that things can get better within the school environment. Often these students see themselves as others perceive them—in negative and demeaning ways. School social workers working with individual students can recognize internal and external influences. Sensitizing children early can help students recognize the intersection of identity and its influences.

CONCLUSION
It may seem redundant to call for more inclusive inclusion strategies; however, the reality is that current inclusion strategies are inadvertently oversimplifying the complexity of students’ identities by focusing on them one at a time, thereby excluding others. Students may feel forced to accept or value one part of their identity over another, and they may not feel fully included in schools. Real change and real hope will come from strategies that focus on the inclusion of all students—and the inclusion of the whole student.

Beth G. Betman, MSW, LICSW, RPT, is the faculty coordinator of the school social work specialization in the MSW program at Gallaudet University and is the project director of a federal grant to train school social workers to work with deaf and hard-of-hearing youth. She was previously a school social worker at the Model Secondary School for the Deaf and the Kendall Demonstration Elementary School. She is also a PhD candidate at The Catholic University of America, where her research topics include child sexual abuse among deaf children and sandtray therapy.

Eleanor Jailer-Coley hails from Port Washington, New York, as a deaf MSW student at Gallaudet University. She specialized in school social work and deaf/hard-of-hearing populations. Through her undergraduate work at SUNY New Paltz, where she got her bachelor’s degree in psychology with a minor in women’s studies, Eleanor became a LGBT activist. She hopes to one day combine her LGBT activism with working with deaf/hard-of-hearing populations.

Marissa Graff as an undergraduate attended McDaniel College as a social work major and deaf studies/ASL minor; she then went to Gallaudet University to obtain her MSW in her social work studies. She learned about the LGBTQ community more intimately and hopes to continue to be a strong ally within the community.

Taye Hallock is currently a hearing MSW student at Gallaudet University. She will graduate in May 2013 with a specialization in school social work and deaf/hard-of-hearing populations. She completed her bachelor’s degree in deaf education and women’s and gender studies at The College of New Jersey. Taye has been active in the LGBT community throughout her course work and hopes to continue educating others about the intersectionality of identity and its influences.

REFERENCES


RESOURCES
AMAZE
www.amazeworks.org

Gallaudet University, Shared Reading Project. Retrieved from www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/language_and_literacy/literacy_at_the_clerc_center/welcome_to_shared_reading_project.html

NASW PRACTICE & PROFESSIONAL Development Blog

Where can you find the latest information posting about social work practice? Visit the NASW Practice and Professional Development Blog. Designed for NASW Section members and those social workers in practice, it offers trending topics, valuable resources, and professional development opportunities. Learn more at www.socialworkblog.org/practice-and-professional-development/.
Did You Know?

Students from racial and ethical minority groups experience a disproportionately high incidence of suspensions and expulsions. Various alternatives to out-of-school suspensions are being implemented in many districts around the country.

Call for Social Work Practitioner Submissions

NASW invites current social work practitioners to submit brief articles for our specialty practice publications. Topics must be relevant to one or more of the following specialized areas:

- Administration/Supervision
- Aging
- Alcohol, Tobacco, and Other Drugs
- Child Welfare
- Children, Adolescents, and Young Adults
- Health
- Mental Health
- Private Practice
- School Social Work
- Social and Economic Justice & Peace
- Social Work and the Courts

For submission details and author guidelines, go to SocialWorkers.org/Sections. If you need more information, email sections@naswdc.org.

For more information, visit SocialWorkers.org/Sections