

ORGANIZATION OF SOCIAL WORK IN SCHOOLS

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Abstract

Schools play an important role in their socialization, in addition to being very important educational institutions in the training of personalities in every field, ensuring their place as qualified human resources in the society. In different living conditions, pupils from families with different socio-economic characteristics may encounter various problems that negatively affect their school success, school attendance and relationships with peers, endangering their biopsychosocial development. Just as families and their respective institutions are responsible for solving these problems, educational institutions also have important responsibilities for finding solutions, guiding them and protecting the continuity of the pupil's well-being. For this reason, multidisciplinary approaches are adopted in solving biopsychosocial problems by cooperating with pupils' families and supporting their development areas in the school environment. Social work plays an important role in solving these problems. The purpose of this study is to reveal the work and professional role of the social work profession, which can contribute to the educational team in solving the biopsychosocial and economic problems faced by pupils in the school environment, in accordance with the principles of teamwork, and to emphasize the importance and importance of hiring social workers in the school environment.

Keywords

Social work, school, pupil, education, problem, ecological perspective.

Citation: Verdiyeva, T., Saniyeva, A. (2024). Organization of social work in schools. *Social Issues*, 2(1), 32-54. <https://doi.org/10.30546/SI.2024.2.1.67>.

1. Introduction

When we look at the nature and variety of children and youth problems, it can be seen that the increase in risk factors such as migration, violence, abuse, smoking and drug addiction in the world and in our country has a negative impact on children's development and psychosocial condition.

School is the first place children leave home and enter society and it is the first formal socialization environment for children after their families. During the development period, the child should be supported for the psychological and social problems caused by this situation, which almost turns into a crisis. Childhood is also a good time to develop healthy habits.

School social work is a specific area of practice within the broad practices of the social work profession. School social work includes the equal benefit of pupils from the right to education, which is one of the basic rights of children after the introduction of compulsory education and the elimination of all obstacles to the right to education and

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learning. The school social worker, who plays a role in improving the school's cooperation with the family and society, aims for the highest welfare of pupils from the point of view of the ecological system.

School social work is a specific practice area of the social work discipline that focuses on the biopsychosocial factors that influence pupil school performance and school success in the school environment. School social work is carried out through psychosocial services, team work with pupils, such as solving problems experienced by pupils related to their developmental period, family and living conditions, ensuring that they benefit from the services they need and thus successfully continue their educational activities.

Social workers use an ecological perspective as an organizational framework to solve a wide range of problems encountered in school settings and take on a variety of roles. Family and school are the most important social institutions in children's development. Schools are one of the most important institutions that can be turned to children to monitor their development and solve the problems they face.

School social work is one of the important application areas of social work that takes place in schools and works with a multidisciplinary approach to solve the problems that pupils experience related to their developmental period, family and life circumstances and to ensure that they continue and benefit from the services they need and their educational life successfully.

Children and their families who have difficulty adapting to the school environment and need special care when starting school, children and young people who are forced to leave school for various social and economic reasons, families in high-risk environments, who have been exposed to serious traumas (fire, traffic accidents, etc.) pupils, families are groups in need of intervention by school social services.

The primary goal of school social work is to develop pupils' ability to find healthy solutions to social problems and make decisions for themselves, to ensure their school attendance and adjustment, and to provide children and their families with the emotional and behavioral support they need to succeed in the classroom and beyond to provide and help them.

Children's development processes in the family, school and living environment should be constantly monitored and supported. School social work plays a very important role in pupils' adaptation to school. School social workers are the most important professionals who provide necessary support to teachers and families in solving physical, emotional and economic problems of pupils, such as negative attitudes and behaviors (inability to communicate, truancy, aggression).

When we look at the historical development of school social work, we see that it first began to emerge as a process in the United States. The first informal practices began in New York, Boston and Hartford during the 1907-1908 school year. New York officials were thinking of getting to know the teachers of the children coming to the city. In Boston, visiting teachers were hired to facilitate school-to-home cooperation and facilitate children's education. The first formal experiments were started in 1913 by visiting teachers in Rochester and New York. In 1917, a study conducted by Truancy in Chicago revealed that schools should be staffed by officials who are well versed in the social problems of society. In 1918, school attendance became compulsory by law in every state. In the 1920s, there were legal regulations regarding the treatment of mental disorders and behavioral problems in children. The 1930s saw an increase in school social work, such as school counselors. Between the 1940s and 1960s, individualized learning experiences

in collaboration and communication with teachers and other school personnel began in schools. In the 1960s, social workers were involved in the development of educational policy in schools. As rising inflation in the 1970s affected school budgets, work done by social workers was done by other school staff. Professional standards for school social work were developed by the American Association of Social Workers in 1978. In the 1980s, the American National Association of Social Workers became interested in this situation of social workers and some changes were made in 1978. In 1992, school social workers were reorganized and assigned to take professional qualification exams.

2. An Influencing Approach to School Social Work Practice: An Ecological Perspective as an Organizing Framework

School social workers should intervene in a non-discriminatory manner when addressing pupil misbehavior or learning problems. An ecological perspective focuses on the interaction of pupils with environmental factors. From an ecological perspective, each child is viewed as an integral part of the various social systems (e.g., school, home, neighborhood, peer group) in which he or she must function (Apter & Propper, 1986). This perspective allows school social workers to broaden their conceptual approach to pupil problems and expands potential targets for intervention. Instead of seeing problems as disturbances within the child, problems are seen as a lack of "good fit" between the child and his environment. This view assumes that the expected academic and social tasks in the school environment pose great challenges for children with behavioral and learning problems. That is, the problems that children and young people experience in the school environment lead to impossible difficulties for children to cope with the academic and social tasks of the school environment (Schinke & Gilchrist, 1984). To address this discrepancy, school social workers must focus their interventions in a dual manner. That is, to overcome this dissonance, school social workers must focus not only on children and youth, but also on specific environmental stressors. Germain (1999) described this dual function of social work as strengthening pupils' coping patterns and potential for growth on the one hand and improving the quality of the influencing environment on the other. This dual focus gives the pupil a better chance of achieving positive outcomes (Whittaker *et al.*, 1986). The dual focus allows school social workers to fulfill their unique mission in schools—helping pupils—while also targeting harmful conditions in schools, families, neighborhoods and communities, especially those that are harmful to vulnerable groups.

Pupil-centered interventions aim to increase the social competence of at-risk pupils by teaching specific skills as well as increasing environmental support. Systems-oriented interventions aim to make the school, family, neighborhood and community more responsive to the needs of pupils as they develop and to minimize the harmful effects of risk factors that may provoke or exacerbate problem pupil behavior.

An ecological perspective is consistent with a strengths-based and empowering approach to practice. Rather than focusing on deficits, school social workers identify strengths and build interventions around that. Strengths-based interventions easily integrated into school settings is an innovative approach to practice (Sessions *et al.*, 2001). In addition, an ecological perspective allows school social workers to be proactive and proactive in planning their interventions. For example, it is possible to identify at-risk pupils and implement interventions long before their learning and behavior problems become rooted and serious.

Strengths-based interventions are not only the most innovative approaches to practice, but also the most easily integrated into the school context. Because school social workers are members of the school's multidisciplinary team of professionals, they must understand the similarities and differences in roles and functions between classroom teachers and school psychologists.

School social workers will inevitably face a number of ethical dilemmas where obligations to the beneficiary conflict with obligations to the school. At the same time, professional ethics will raise a number of obstacles when it conflicts with a certain law or when the work to be done conflicts with one's personal values. When providing services to pupils in the school setting, school social workers must balance their legal and ethical responsibilities. For this, school social workers should familiarize themselves with the Code of Ethics of the International Association of Social Workers (NASW); international and domestic laws; and must be aware of the policies and procedures established by the local school board.

A key principle of all school social work practice is confidentiality. However, protecting beneficiary confidentiality is one of the most problematic issues for social workers in school settings (Kopels, 1993). School social workers often have to decide what information to share and with whom.

To help school social workers assess the need to share confidential information about pupils and their families, NASW (2001) and the American School Social Work Association (SSWAA, 2001) have provided several guidelines, including:

School social workers should be familiar with specific state laws and regulations, as well as state policies governing confidentiality and minors. For example, they should be aware of state laws protecting the privacy of minors seeking treatment for sexually transmitted diseases, access to and access to birth control information and pregnancy-related health care and counseling.

- When obtaining informed consent, school social workers should communicate with pupils and their families at the outset of services that confidentiality cannot be guaranteed and clearly discuss the limits of confidentiality. For example, all states mandate that school social workers report suspected child abuse or neglect to the appropriate law enforcement agencies or the police, even if the information is shared confidentially. Additionally, if pupils indicate intent or plans to harm themselves or others, school social workers must disclose this information to appropriate agencies.

- Are required to share information obtained from pupils or parents with other school personnel only on a "need to know" basis and only for compelling professional reasons.

- Parents have the right to check their children's educational documents; however, personal records maintained for use by school social workers are not considered educational records and are therefore confidential.

- Confidential reports should be sent by fax only when necessary. In such cases, the cover letter should state that the material is confidential and intended for professional use only by the designated recipient.

School social workers must keep confidential written documents indicating with whom confidential information is shared.

- In the absence of clear policies or laws, when deciding whether or not to share confidential information, the school social worker must consider his or her responsibility to the pupil against that of the family and school community. Before sharing any

confidential information, school social workers should involve the pupil's family in decisions about the breach of confidentiality.

- School social workers must always weigh the consequences of sharing any information and take responsibility for sharing that information.

3. Roles and Responsibilities of School Social Workers: Professional Support Staff

When discussing the role and responsibilities of the school social worker, it is important to keep in mind that school social workers do not work in isolation, but instead work collaboratively with other school professionals.

Unfortunately, being a team member sometimes leads to a confusion of roles. For example, school social workers and classroom teachers both to individuals and to small *k* may provide counseling services to groups or school social workers and school psychologists may provide counseling services to teachers. However, there are differences in roles and responsibilities between the professional groups that make up the school's multidisciplinary team. Below is a brief description of these individual roles and responsibilities:

School psychologists are primarily responsible for conducting academic and psychological testing of pupils with learning or behavioral problems, interpreting the results of these tests and determining the legitimacy of special education services as a member of a multipurpose team. School psychologists also often provide counseling to classroom teachers and some provide individual and group counseling to pupils and work with their parents.

In elementary schools, classroom teachers can provide individual and group counseling to pupils. They can also hold events with all classes. In some cases, they may act as disciplinarians or liaisons between home and school. In secondary schools, classroom teachers mainly aim to help pupils in their classrooms and monitor their success, as well as to help pupils choose careers.

School nurses identify possible health barriers to education and sometimes medically examine adolescents with health problems.

School social workers must be able to research resources, evaluate programs and services and understand laws that protect children and their rights to an education that meets their needs. They should be able to identify unique stressors that affect children's ability to focus on schoolwork. Grief, food insecurity, homelessness and abuse can affect a child's mental health. The school social worker must also be able to identify the underlying causes of behaviors such as bullying, truancy, truancy and other negative actions inherent in the school setting.

Another quality that school social workers should bring to their role as mental health advocates is to be good listeners and communicators. They must work well together as they work closely with parents, educators, administrators and other mental health providers. Ultimately, compassion and empathy are at the heart of what they do.

Areas of responsibility of school social workers include:

Related services: School social workers participate in special education meetings and are part of the team that develops Individualized Education Plans (IEPs) for pupils with special needs.

- Participation in special education assessment meetings as well as individual education planning meetings

- Working with these problems in a child's living environment (home, school and community) that affect the child's adaptation to school.
- Preparing a social or developmental plan for a child with a disability.
- Counseling (group, individual and/or family).
- Mobilizing family, school and community resources to enable the child to learn as effectively as possible in their educational program.
- Help develop positive behavior intervention strategies.

Pupil Services: The school social worker provides pupil-counseling services to help pupils with a variety of issues. Common problems include family crises such as abuse and divorce, grief or loss and homelessness. These can manifest as truancy, anger in class or not starting work.

- Provision of crisis intervention.
- Developing intervention strategies to increase academic success.
- Helping with conflict resolution and anger management.
- Helping the child develop appropriate social interaction skills.
- To help the child understand and accept himself and others.

Parent/family services: School social workers help families understand their child's behavioral and emotional problems. After conducting a biopsychosocial assessment and interviewing families and guardians, they can share the child's needs with parents and families. They also help parents identify and access school and community programs needed for their child's growth and development, act as case managers and coordinate care among different providers.

- Working with parents to support their children's adjustment to school.
- Reduce family stress to allow the child to function more effectively in school and in the community.
- Helping parents access programs available for pupils with special needs.
- Assist parents in accessing and using school and community resources.

Services to school personnel: In addition to meeting with children in therapy settings, educational social workers are a resource for teachers and administrators.

- Factors affecting pupil performance and behavior (cultural, social, economic, family, health etc.) providing important information to employees for better understanding.
- Assessment of a pupil with mental health problems.
- Preparation of training programs for employees.
- Assisting teachers in behavior management.
- Providing direct support to employees.

School-Community Liaison: School social workers can help get support from the community to provide mental and behavioral health services to pupils. They may liaise with outside agencies, including state education departments, health agencies and local government, to advocate for special education and other child needs.

- Accessing and coordinating community resources to meet pupil needs.
- Help district schools receive adequate support from social and mental health agencies.
- Promoting new and improved community/school services to meet the needs of pupils and families.
- To help the system respond effectively to the needs of each child.

Services to Schools: School social workers consult with district officials on a variety of legal issues related to school law and policy.

- Assisting in the development and implementation of educational programs for special children.

- Developing alternative programs for pupils with attendance problems or in conflict with the law.

- Identify and report child abuse and neglect.

- Advising on school policy.

- Provide case management for resource-intensive pupils and families.

- To promote a safe school environment.

A school social worker's main responsibilities include helping pupils deal with problems that can interfere with learning and skills, such as truancy, rebelliousness, social withdrawal, substance abuse and violence. School social workers play an important role in the educational environment as they work with pupils to improve their emotional well-being and academic performance.

- Meeting with pupils for crisis intervention;

- Developing and teaching intervention strategies to help pupils achieve academic goals;

- Helping pupils learn strong social skills as well as conflict resolution and anger management strategies;

- Working with family members and others in the child's life situation, helping them adapt, learn and develop.

Helping parents access special education programs and resources for pupils with special educational needs or learning disabilities

- To offer support and education to school staff to improve their understanding of cultural, social, economic or other factors that may influence pupil learning and behavioral trends;

- Assist districts in developing and implementing educational programs for exceptional or advanced pupils, as well as alternative programs for pupils who drop out, truant or face other problems that hinder their learning;

- Identify, report and assist school districts to intervene when child abuse or neglect is suspected or confirmed.

The purpose of child, family and school social workers is to protect pupils, other children and their families in vulnerable situations, such as helping the pupil and their family apply for state/federal benefits such as childcare or food stamps. In addition, child, family and school social workers may also work with pupils and parents to intervene in cases of substance abuse, physical or mental abuse and other situations that put pupils at risk.

As a member of the school's multidisciplinary team, school social workers participate in a number of events, including conferences on pupil behavior and academic progress; collaborating with teachers and other school professionals to assess pupils' needs and develop strategies to meet their needs; member of the school-wide crisis response team; preparing a comprehensive assessment of development and social history within the necessary multidisciplinary assessment; prevent mislabeling of pupils by assessing adaptive behavior, cultural background and socioeconomic factors that may interfere with a child's education or influence a child's behavior at school. School social workers also provide individual and group counseling to pupils; conduct class events; to develop, implement and evaluate school-based prevention programs.

School social work is very important in preventing violence against children. For nearly 50 years, school social work, which has been one of the areas of application of

social work, is aimed at children and their families and therefore the community is very important in terms of providing protective/preventive services to the body.

The main goal of school social work is to protect the child, young person and their family. The school provides a natural environment in which to identify the situations of children, young people and their families and make appropriate interventions. That is, it may be possible to reach the family through the child and prevent more serious social problems that may arise by intervening in family problems. It is also important in terms of enabling children to be protected from all forms of neglect and violence. School social workers working in Child Protection Agencies of all developed countries have taken on the responsibility of protecting children. School social workers, including school staff, are aware of the possibility of neglect and abuse of children and aim to prevent any neglect or abuse that may occur. In addition, school social service units provide protective, preventive and therapeutic services for children prone to violence, drug addiction and alcohol and smoking.

4. School Social Worker as Counselor and Team Member

The school social worker plays an active role in helping teachers identify social, emotional and other psychological factors that affect pupils' academic performance and overall well-being. These barriers may stem from behavioral, cognitive or social problems at school or at home and are often a combination of the two.

Once a school social worker has identified a pupil as "at risk," he or she will typically spend time observing that pupil in the classroom or other school settings. The school social worker may then conduct one or more interviews with the pupil and administer psychosocial testing to help assess any difficulties or barriers affecting his or her functioning. Throughout this process, social workers arrange meetings with teachers and guardians to discuss findings and collaborate on potential solutions. For example, if a pupil is easily upset with peers, a school social worker can work with that pupil to develop calming exercises to help defuse the moment. In addition to supporting the development of social and academic life skills, the school social worker can work with parents to help make adjustments to the home environment.

Counseling is becoming an increasingly important role for school social workers for a number of reasons. A number of classroom problems can result when classroom interaction is controlled, teachers perform repetitive tasks and pupils fail to understand how personal beliefs and behaviors affect their academic performance (Erchul & Martens, 1997).

For example, it has been reported that teacher negative attitudes toward pupils emerge within the first few weeks of classes and tend to remain stable even after pupils show consistent improvement in behavior (Safran & Safran, 1985). Consequently, school social workers in their advisory role can help teachers become more aware of these harmful behaviors and attitudes, as well as support teachers in understanding their efforts to improve pupil behavior.

Perhaps the most important reason why counseling has become an increasingly important role for school social workers is that traditional one-on-one or small group counseling does not convey an ecological perspective. From an ecological perspective, pupil problems stem from pupil-environment mismatches rather than internal child deficits (Rathvon, 1999).

With this view in mind, it is important to address problems in the environment in which the behavior occurs. In the United States, school-based intervention (IAP) or

teacher assistance teams (TAT) programs provide counseling services to teachers to help pupils with academic or behavioral problems rather than stigmatizing children (Rathvon, 1999). School social workers are key members of these school-based IAPs and TATs.

Why Do Teachers Seek Counseling?

Teachers may seek the help of a school social worker as a counselor for several reasons. The main reason is lack of knowledge, skills or both (Erchul & Martens, 1997). For example, many teachers feel inadequate when trying to work with pupils who require constant attention or who consistently fail to complete tasks.

Teachers may not understand why certain behavior problems occur in their classrooms. In their role as counselors, school social workers can provide teachers with a range of reasons why pupils misbehave; these reasons include the teacher's failure to reward appropriate behaviors or support of undesirable behaviors. In the classroom In addition to seeking help with various behavioral problems, teachers may ask for information about child abuse laws or community resources and social workers may also help teachers find answers to questions about these issues. Another reason is a lack of objectivity (Erchul & Martens, 1997), which can manifest itself in several ways. Another reason teachers seek a mentor is because they need attention, support, validation or in other words, someone to "lean on". Another reason may be the lack of objectivity. (Erkyul & Martens, 1991), which manifests itself in several ways. For example, a teacher can act as a savior by being close enough to solve a question effectively or by trying to do more than is necessary for a pupil.

Why do behavior problems arise in the classroom?

- The child has not learned the appropriate form of behavior to achieve the same result.
- More appropriate behaviors are ignored.
- More appropriate behaviors lead to undesirable consequences.
- Problem behavior is accompanied by desired sensory, edible, tactile, social or activity outcomes.
- Problem behavior ensures that the pupil ends or avoids unwanted situations.
- Problem behavior occurs in environments where confirmation is likely.
- Problem behavior occurs when other people initiate it.
- Problem behavior occurs because a child observes someone else doing it.

Determining characteristics of counseling in schools

There are several specifics that govern counseling in the school setting. Friend and Cook (1992) and Erchul and Martens (1997) have described several characteristics that underpin successful consultation:

1. Consultation is tripartite and indirect. The counselor (ie, the social worker) and the client (the individual teacher or administrator) work together to design the services that the counselor provides to the client (ie, the pupil or group of pupils). In the consultant relationship, the school social worker's relationship with the pupil is indirect; pupils are not direct participants but beneficiaries of this process.

2. Consultation is voluntary. Counselors are free to contact or discontinue counseling at any time. The consultation process can be carried out only if the participation of the consultant and the recipient of the consultation is voluntary.

3. Privacy. All interactions between the counselor and the client must be confidential, unless the counselor believes that someone will be harmed if this confidentiality is maintained.

4. Counseling usually involves a professional relationship. Although the relationship is non-hierarchical, the primary reason for this relationship to exist is that the counselor has a professional problem with the client.

5. Counseling is a step-by-step or step-by-step problem-solving process. These steps include establishing a working relationship (e.g., "Can we work together?"), defining the problem (e.g., "What is the problem?"), planning and intervening (e.g., "What can we do to solve the problem?"), evaluate the intervention (e.g., "Was the intervention helpful?") and terminate the consultation.

6. Participants in consultative interaction have common but differentiated responsibility and accountability. As counselors, school social workers must offer assistance that meets the counselor's needs and the counselor is responsible for carefully considering the assistance offered. However, the counselor has to think carefully about the help provided. However, the counselee is free to reject the counsellor's suggestions.

7. Counseling has a dual purpose: to help the counselee with a current professional problem and to equip the counselee with additional insights and skills that will enable him to deal effectively with similar problems in the future without the counselee's assistance. Through the consultation process, school social workers empower teachers to become better problem solvers, both present and future.

In order to ensure that teachers benefit from the consultation process, Erchul and Martens (1997) presented a series of steps that counselors can take to facilitate the consultation process in schools.

Steps to facilitate the consultation process

- Listen carefully to the teacher's frustrations about classroom problems.
- Provide a "brainstorming board" for teacher ideas.
- Praise the teacher's behavior when successful.
- Encourage the teacher when his efforts fail.
- Educate teachers on how to meaningfully assess classroom problems.
- In seeking additional resources and if necessary, involving additional resources or available elsewhere in the school a Help teachers actively seek alternative solutions.
- Teach teachers how to help each other.
- Make school-based counseling available to more counselors.
- Educate teachers about the best intervention technologies.
- Guide teachers in the problem-solving process of consultation.
- Assist teachers in implementing and evaluating the intervention.
- Help teachers create appropriate assessment information for intervention.

Rathvon (1999) suggested two points to consider before starting the counseling process. First, consultation usually results in teachers taking on more responsibilities than adding to their existing workloads. For this reason, teachers will be more likely to use interventions that are relatively simple to implement, require a short time and few financial resources. Second, not every intervention works the same way with every pupil, every teacher or even narrowly. For this reason, the selection of interventions should be in the form of the use of cooperation between the counselor and the teacher or, in the case of the presence of intervention support groups, in the form of the use of cooperation between the teachers related to the group members.

Evaluating pupil-centered interventions

School social workers must demonstrate that their interventions contribute to improved outcomes in areas valued by the school board, school administrators and the general public. This chapter also presents the differences between process and outcome

evaluations, scientific measurement categories that can be used by school social workers to evaluate pupil-centered interventions, and an example of how to evaluate social worker interventions using an A-B single system design and a classical group design.

Process and outcome evaluation

Many social workers and supervisors confuse process evaluation with outcome evaluation. For example, when evaluating the performance of a school worker, many supervisors ask, "How many home visits has this social worker made this month?" or "How much time and effort did this social worker spend on their interventions this month?". They set criteria for what the social worker does, for example: Although these questions are important, they focus only on the process, not the results. On the other hand, the outcome evaluation. "Did the interventions implemented by the school social worker reduce the pupil's problem behaviors, increase his attendance, increase his grades, or any of these components?" focuses on questions like. Outcome evaluation answers whether the intervention implemented by the school social worker resulted in "concrete positive change". It is not considered sufficient to limit evaluations to the work done by the school social worker (process evaluation); the school social worker must use systematic, objective procedures and carefully determine whether the client has improved as a result of social services.

5. Categories of measures used in evaluating pupil-centered interventions

Four measurement categories are identified here that are readily available to school social workers to assess changes in pupils. These include standardized questionnaires, data from school records, personalized rating scales (IRS) and behavioral measures.

School teams and effective collaboration

In some schools, a pupil at risk for substance abuse, truancy or expulsion may receive three separate interventions. To prevent these fragmented implementations of programs and services, schools must increasingly direct pupils and their families to receive support from a team of professionals working as a team to address these challenges.

School teams working in harmony help to scale the impact and outcomes of interventions. As members of these teams, school social workers serve as counselors to teachers who need help with pupils who are experiencing learning problems, behavioral problems or both. School social workers are also integral members of the disciplinary team, another branch of the school team. As members of these teams, school social workers conduct social assessments and mobilize a variety of services both in and out of school for pupils with disabilities to achieve the goals of the individualized education program.

The effectiveness of any type of school team depends on how well its respective team members (school social workers, school psychologists, school counselors and other professionals) collaborate. It depends on being able to do it. Friend and Cook (1992) described several important components of effective collaboration. Team members must understand and believe that they are part of a team. Team members must trust each other, maintain confidentiality and treat each other with mutual respect. Each team member's contributions should be valued and there should be a sense of mutual respect among all participants. Team members must be able to share their resources and share responsibility for results.

Although effective collaboration may seem relatively easy to achieve, it is more difficult to achieve in actual practice. A number of institutional, professional and interpersonal barriers must be overcome to achieve effective collaboration in any school team. Hooper-Briar and Lawson (1996) noted some of these barriers:

- Lack of sufficient facilities for all professionals providing services to pupils in schools.
- Lack of stable status of school social workers and school psychologists.
- Professional job descriptions that do not identify or support collaborative activities.
- Perceiving other team members as less qualified.
- Distrust and individuals defending their "rights".
- Different conceptual views, professional values and ethics among different professional groups.
- Lack of flexibility and resistance to change.
- Lack of leadership concept.

These obstacles show that true collaboration is hard work and requires significant time, energy and patience from each team member. Instead of focusing on who gets priority for the program, each team member must work toward the most effective interventions and programs for pupils with real cooperative or behavioral difficulties. Collaboration also requires changes in pre-service professional development, certification and continuing professional development of school social workers as well as other pupil-centered service providers.

6. Challenges in establishing school-community cooperation

Community involvement, particularly parental involvement, has been found to be positively related to academic achievement, attendance rates, and the ability to explain what the school is doing (Abrams & Taylor-Gibbs, 2000). When building school-community cooperation, school social workers must be aware that the resources available to the community are far greater than the resources of the parties traditionally included in the school's operation process. The most important resource in society is families, but other than them, we can mention institutions, libraries, parks, youth, religious and non-governmental organizations. At the same time, facilities that can be used for recreation, enrichment and support of education are also included in these resources.

It is critical that school social workers take a leadership role in the development and implementation of school-community collaboration initiatives. This becomes even more in schools and neighborhoods with ethnically diverse and poor pupils. Some cultural barriers and differences in social class often prevent the development of cooperative relationships among school staff, families and other members of the community (Abrams & Taylor-Gibbs, 2000). These measures include immigrant families preventing access to cultural institutions, libraries and recreational activities that create barriers.

These include children's language problems and the poverty of the places where they live ("Strong Families: Strong Schools", 1994). In addition, other barriers include longstanding negative relationships, mistrust and misunderstandings between urban families and school staff. Many urban families are skeptical of public education because of their own negative experiences or unfulfilled promises (Hampton *et al.*, 1998). Low-income urban families avoid public schools for their children because they feel they have nothing to offer academically due to their poor school performance, they feel the schools are unaffordable and this discourages them (Davies, 1994).

Some of these parents' perceptions of school personnel may be correct because school administrators and teachers misperceive or ignore the contributions of poor families (Comer, 1980; Winters, 1990). Despite all the justifications given for parental involvement, school staff are highly resistant to the inclusion of certain outsiders and are generally reluctant to form partnerships with community members.

This reluctance may stem from the fact that some families' ideas about school reform may be very different from those of school staff (Fantini *et al.*, 1970; Henry, 1996). For example, community members may be interested in making significant structural changes in schools, even if school staff may see it as simply "smoothing corners". They can (Sarason, 1971). School staff are not viewed as true partners in important decision-making, and active and collaborative decision-making can be the most difficult group (mainly from different ethnic groups and low-income families) (Abrams & Taylor-Gibbs, 2000).

Examples of conflict between school staff and ethnically diverse inner-city families: Abrams and Taylor-2 explored the relationship between school staff and community members as they worked together to implement a full-service school in an ethnically diverse inner city. This is clearly explained in an article written by Gibbs (2000). Abrams and Taylor-Gibbs write in their article that many low-income families feel that families from different ethnic groups are demeaning and often prejudiced. For this reason, they started to complain to the director's management. This ongoing conflict between families and school staff has taken several forms over time. For example, during planning meetings, community members often argue with the principal, express dissatisfaction with the principal's leadership style and blame the teachers for their teaching style. These meetings usually involve discussion of conflicts. As the atmosphere in the meetings grew more contentious, progress became more difficult. Some school staff became so dissatisfied with the process that they began to refuse to participate in planning meetings altogether. The lack of common experience among different family groups exacerbated existing barriers to communication.

These obstacles and conflicts are inevitable in attempts to establish cooperative relations between ethnically different families and schools. Like Mr. James in the situation described in the first entry, school social workers should be asked to assist schools in developing ways to improve family involvement. With mediation skills and experience, school social workers can play an important role in helping. They can work on improving relationships between schools and families in school-community partnerships.

7. Improving relationships between schools and families

School social workers can play an important role in strengthening ethnically diverse and poor families. However, families' involvement with the school should go beyond classroom visits, bringing snacks and drinks to classrooms or helping the school with fundraising events. For ethnically diverse and poor families, it requires a shift toward allowing these families to take on responsibilities and meaningful roles in schools rather than being passive recipients of services. These efforts also require school personnel to shift from a deficit approach to a family support enhancement approach. For example, from a family empowerment approach, barriers to family participation do not necessarily stem from families' reluctance to change or lack of motivation, but rather from a variety of factors, including families' negative experiences with school and staff neglect (McKay *et al.*, 1994). Low-income families are just as concerned about their children's success in

school as middle-income families. School social workers can also work to strengthen low-income families. However, before attempting to gain the trust of ethnically diverse poor families and build mutually respectful relationships with them, social workers must first consider their own attitudes and expectations of ethnically diverse poor families (Dupper & Poertner, 1997).

8. Proven and promising school-community partnerships and initiatives

A number of school-community collaborations and initiatives have been developed and evaluated. Contact information for some of the programs discussed in this section is provided below.

School social workers aim to prevent negative impacts on children's school success, support families and children and improve their well-being. But unfortunately, there is a big gap in this field in our country. The importance of the issue will be better understood when the number of school-aged children in our country is taken into account. School social workers collaborate with other social service organizations to deal with the problems children face. After determining the existence of a problem for the child, the social worker can also take on the role of a consultant in solving the problem by making the necessary professional interventions for the child and his family.

At a time when the social and economic structure of our country is changing, not paying much attention to institutional structures based on scientific knowledge may cause such problems to continue to increase. Because we must not forget that in parallel with the current social structural change, the individual is increasingly lonely. A lonely individual, whether a child or an adult, should be supported by the establishment of proper social service institutions. Otherwise, unfortunately, worse things will happen it seems inevitable that it will double.

For the assessment of the child in school social work, we conduct the assessment in two stages. The first is a preliminary assessment (Table 1) form and the second is a detailed assessment (Table 2). We conduct an initial assessment to measure the level of the child's safety. In the detailed evaluation, we study not only the child himself, but also his relationship with the family and the environment. In a detailed assessment, the problem is fully revealed, the child is taken to the service and an appropriate action plan is prepared to eliminate his problem. If during the assessment we discover facts that are not in line with our service direction, we refer it to the relevant institutions. Our evaluation forms and history sheet are reflected in the examples below.

Table 1. Child safety assessment (initial)

Child's N.S. _____

Date of evaluation: _____ Total score: _____

Scale: 0 = The child's right/fee is fully paid; 5=Child's right/fee is not paid

Child benefits	Score (0-5)	Explain the reason for this score
Right of defence		
1. The right to protection from violence, exploitation, neglect/neglect and ill-treatment <ul style="list-style-type: none"> ▪ Child is well cared for (0) ▪ A child is cared for only when he is in trouble (1) 		

<ul style="list-style-type: none"> ▪ The parent does not know how to help the child develop (2) ▪ The child is sometimes neglected (3) ▪ Child faces neglect (4) ▪ The child faces serious violence; subjected to exploitation and abuse (5) 		
<p>2. The right to grow up in a family environment or live with parents</p> <ul style="list-style-type: none"> ▪ The child lives well with his parents (0) ▪ Child lives with parents (1) ▪ The child lives with either parent (2) ▪ The child lives with other family members or is adopted (3) ▪ The child lives in a boarding school, but goes home during holidays (4) ▪ The child lives in the institution for a long time and is not properly cared for (5) 		
<p>3. The right to shelter and the conditions at home for the child's development</p> <ul style="list-style-type: none"> ▪ The child has a home (0) ▪ The child has a house, but the house is partially suitable for use (eg: for a child with limited health) (1) ▪ The child has a house, but the house is not fully suitable for use (eg: for a child with limited health) (2) ▪ The child lives in temporary dangerous conditions (for example: internally displaced or a child who spends time on the street) (3) ▪ The child lives in a children's institution (4) ▪ The child lives on the street (5) 		
<p>4. Formal education fee (free of charge)</p> <ul style="list-style-type: none"> ▪ Goes to school and does well in his studies (0) ▪ Goes to school and studies poorly (1) ▪ A child who fights at school (2) ▪ Bullied/isolated at school (3) ▪ Homeschooled child (4) ▪ Not going to school (5) 		
<p>5. Fee for using primary health care services</p> <ul style="list-style-type: none"> ▪ The child is healthy and their health care needs are met (0) ▪ The child's primary health care needs are not met (1) ▪ A child's health care needs are usually not met (2) ▪ The child's health care needs are not met (3) ▪ The child's most serious health care needs are not met (4) ▪ The child has a problem (disease) that can be eliminated (5) 		
<p>6. Food/Food security</p> <ul style="list-style-type: none"> ▪ The child has a good diet (0) ▪ The child's nutrition is sometimes good (1) ▪ The child has a regular diet (2) ▪ The child eats unhealthy food (3) ▪ The child is fed less (e.g. once a day) (4) 		

<ul style="list-style-type: none"> ▪ The child suffers from malnutrition (5) 		
<p>7. The right of a child with limited health to receive special care and support</p> <ul style="list-style-type: none"> ▪ The child's disability has been identified and all special needs have been met immediately (1) ▪ Child's special needs met over time (2) ▪ Only some of the child's needs are met (3) ▪ The child has many unmet needs; eg: transport, housing issue, rehabilitation (4) ▪ The child's disability is not determined (5) 		
<p>8. The right to full participation in the community</p> <ul style="list-style-type: none"> ▪ Active member of the community (0) ▪ Passive member of the community (1) ▪ The child has very few friends in the community (2) ▪ The child has no friends in the community (3) ▪ Child is isolated from community facilities/community services (4) ▪ Has no contact with the community (eg: goes out once a week. eg: a child with limited health (disability) who lives in a children's institution or is hidden at home) (5) 		
<p>9. Hearing fee</p> <ul style="list-style-type: none"> ▪ Adults, i.e. parents, teachers and community members, listen to the child and consider his opinion (0) ▪ Adults, i.e. parents, teachers and community members sometimes listen to the child (1) ▪ The child's opinions are taken into account by parents, but not listened to by teachers or other community members, they are rejected (2) ▪ Child's views are considered by teachers or other community members, but rejected by parents (3) ▪ People do not respect the child and think that his ideas are not serious (4) ▪ There is no one to listen to the child's thoughts and needs (eg: a child living in an institution) (5) 		

Table 2. Assessment of the child (detailed)

Branch: _____ **Case ID:** _____

The child's presenting risk status:			
A child with little parental control	<input type="checkbox"/>	A child without parental control	<input type="checkbox"/>
A truant child	<input type="checkbox"/>	A child exposed to street life	<input type="checkbox"/>
Other:			<input type="checkbox"/>

Child's current care status:			
Living with both parents	<input type="checkbox"/>	Living with mother	<input type="checkbox"/>
Living with father	<input type="checkbox"/>	Living with grandparents	<input type="checkbox"/>
Living in one of the related families	<input type="checkbox"/>	Living in a special educational institution	<input type="checkbox"/>

Living elsewhere:	<input type="checkbox"/>
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Target group of the child (family) (multiple options are possible):			
Lack of housing	<input type="checkbox"/>	Children deprived of parental care	<input type="checkbox"/>
Absence of parent(s).	<input type="checkbox"/>	Living in a boarding school	<input type="checkbox"/>
A disabled person under 18 years of age	<input type="checkbox"/>	Harmful habits (use of drugs, alcohol, tobacco products, toxic substances)	<input type="checkbox"/>
Educationally excluded/dropout	<input type="checkbox"/>	Victim of violence	<input type="checkbox"/>
Socio-legal problem	<input type="checkbox"/>	Other:	<input type="checkbox"/>

Information about the house where the child lives

The structure of the apartment	<input type="checkbox"/> Apartment	<input type="checkbox"/> Courtyard house	<input type="checkbox"/> Other: _____		
Ownership of the apartment	<input type="checkbox"/> Private house	<input type="checkbox"/> Rent	<input type="checkbox"/> Dormitory	<input type="checkbox"/> Other: _____	
Number of rooms					
State of repair of the house	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Ordinary	<input type="checkbox"/> Useless	<input type="checkbox"/> Other: _____
Note:					

Information on other family members living with the child

S.N.	Date of birth	Education	Disability, illness or unhealthy habits	Contact number

Parenting skills

Physical care
<p>1. Nutrition (quantity, quality and availability of food and water provided to the child. Parental marketing and budgeting or adequate nutrition and regular intake of home-grown produce)</p> <ul style="list-style-type: none"> • <i>Provision of food products</i> <ul style="list-style-type: none"> <input type="checkbox"/> is provided <input type="checkbox"/> partially provided <input type="checkbox"/> there are difficulties in providing • <i>Child nutrition</i> <ul style="list-style-type: none"> <input type="checkbox"/> The child is well fed and has a good height and weight for his age <input type="checkbox"/> Most of the time, the child is getting enough food, but not always <input type="checkbox"/> The child is severely malnourished and complains of hunger <input type="checkbox"/> He/She is quite short and thin compared to his peers <p>2. Medical care and special needs (understanding of medical needs, ability to seek and follow medical advice, routine dental check-ups and health check-ups. Ability to understand and address any special needs or disability concerns of parents)</p> <ul style="list-style-type: none"> • <i>Health</i> <ul style="list-style-type: none"> <input type="checkbox"/> The child is in good or excellent health, with no chronic diseases

- The child has a minor illness (eg mild allergies, worm infections)
- The child has a moderate or stable chronic disease
- The child has a serious or life-threatening or unstable chronic illness
 - *Medical service reception*
- preventive health care only
- curative medical care only
- preventive and curative medical care
- no medical care was received

3. Clothing

- *Is the child provided with seasonal clothing??*
- Yes
- No
- Partially
- *Are the child's clothes clean and usable??*
- Yes
- No
- Partially

4. Protection from violence, abuse and exploitation (parents' knowledge, ability and will to protect their child from being/witnessing physical or sexual abuse, exploitation, violence by others (child or adult) (as well as from any alcohol or drug consider usage) is there?)

- *Violence:*
- The parent/guardian is aware of the abuse and informs the child
- The parent/guardian is aware of the abuse but does not inform the child
- The parent/guardian is not aware of the abuse
- *Has the child been abused (ask parent/guardian):*
- Yes
- No
- doesn't know

If the answer is "yes"

- *What kind:*
- physical violence
- sexual violence
- emotional abuse/neglect/negligent treatment
- the parent does not know
- *Who committed the violence:*
- A parent or family member
- Neighbor or immediate circle
- A classmate or schoolmate
- Other
- *Harmful habits of the parent/guardian:*
- Cigarette
- Alcohol
- Narcotics
- There is no
- *Bad habits of the child (ask the parent/guardian):*
- Cigarette
- Alcohol
- Narcotics
- There is no

Emotional care
<p>5. Love, warmth, closeness and acceptance, appreciation and praise</p> <ul style="list-style-type: none"> • <i>How is the parent/guardian's relationship with the child? (reward and punishment)</i> <ul style="list-style-type: none"> <input type="checkbox"/> The parent/guardian has good communication with the child and is able to reward appropriately <input type="checkbox"/> The parent/guardian communicates well with the child, but has difficulty making appropriate rewards <input type="checkbox"/> The parent/guardian(s) has difficulty communicating with the child and making appropriate rewards • <i>Is it right to impose any punishment on a child?</i> <ul style="list-style-type: none"> <input type="checkbox"/> yes, what kind: _____ <input type="checkbox"/> no <input type="checkbox"/> doesn't know
Support for the child's development and education
<p>6. Ensuring participation in classes, helping with homework, cooperation with teachers and the school</p> <ul style="list-style-type: none"> • <i>Is the child involved in education??</i> <ul style="list-style-type: none"> <input type="checkbox"/> yes <input type="checkbox"/> no, for what reason: _____ • <i>What is the child's level of education??</i> <ul style="list-style-type: none"> <input type="checkbox"/> he/she studies well <input type="checkbox"/> he/she studies his lessons normally <input type="checkbox"/> he/she studies poorly <input type="checkbox"/> doesn't read at all • <i>Is the child's studies supervised and assisted??</i> <ul style="list-style-type: none"> <input type="checkbox"/> Lessons are supervised and assisted <input type="checkbox"/> Lessons are supervised but not assisted <input type="checkbox"/> Lessons are assisted but not supervised <input type="checkbox"/> Lessons are not supervised or assisted • <i>Is there a change in the child's attendance??</i> <ul style="list-style-type: none"> <input type="checkbox"/> The child goes to school regularly <input type="checkbox"/> The child rarely goes to school <input type="checkbox"/> The child rarely goes to school • <i>The child's relationship with the teacher and classmates?</i> <ul style="list-style-type: none"> <input type="checkbox"/> Good with the teacher, bad with classmates <input type="checkbox"/> Bad with the teacher, good with classmates <input type="checkbox"/> Good with both <input type="checkbox"/> Bad with both • <i>Who (what) is the child's negative behavior at school directed at??</i>

There is no

Only to himself

To the teachers

To his schoolmates

To things at school

- *The child has a friend at school?*
 yes
 no
- *Is the child interested in the lesson?*
 yes no partially
- *Does the parent(s) (including foster parents) attend parent-teacher conferences and communicate with the school?*
 yes no sometimes
- *Are there suitable conditions for the child to study?*
 yes no partially
- *Is the child provided with the necessary equipment (books, notebooks, etc.) according to his age and education?*
 yes no partially
- *Is the child involved in other extracurricular activities for development? (dance, painting, sports, language courses, etc.)*
 yes, which one _____ no

- *Does the child make plans for the future? (choice of profession or specialty)*
 yes no partially
- *Who does the child spend his free time with?*
 with parents
 with classmates
 with no one
 other

Income status of the family

Current work of family members (job title, position and salary received). If he is unemployed, is he registered with the Employment Office? (history and result)

Conclusion			
The result			
It is taken into service	<input type="checkbox"/>	Forwarded	<input type="checkbox"/>
Family goals formed as a result of the main assessment			
Event/activities	The person in charge	Time frame	Success indicator (progress to be achieved)

Signatures

N.S. of head of class	Signature	Date
N.S. of social worker	Signature	Date
N.S. of the beneficiaries	Signature	Date

History sheet

Child’s S.N.:

Page No.:

Date:

Signature:

9. Conclusion

To address the wide range of problems found in the school environment, school social workers must be able to assume a range of roles such as liaison, networker, researcher, advocate, counselor, educator, public speaker and community organizer. An ecological perspective approach allows school social workers to expand their conceptual understanding of pupil problems and expands potential targets for intervention. An ecological perspective approach requires school social workers to have a dual focus in their interventions. This dual function of social work, on the one hand, strengthens people's coping methods and potential for growth and on the other hand, improves the quality of the influencing environment. An ecological perspective approach also allows the school social worker to identify and build on strengths rather than focusing on deficits.

In developed countries around the world, school social workers represent an integral part of the school system and contribute to the school's educational mission by imparting skills and values. However, schools currently face many challenges that may hinder their ability to achieve their goals.

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Received: 13.11.2023

Accepted: 27.12.2023

Published: 26.01.2024