



Appropriate Interventions for School Social Work in Czech Schools According to Foreign Practice

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Abstract

OBJECTIVES: The aim of this systematic literature review is to identify appropriate interventions in school social work practice. **THEORETICAL BASE:** The relevant theoretical concepts for making choices in the review is the Evidence-Based process in the context of the currently described effective interventions of school social work in international practice, primarily in the United States of America for its wide choice of experience. **METHODS:** For purposes of this study, the findings from professional theory and school social work practice in the current period from 2011 to 2021 were located and synthesized. The best available evidence relating to a specific research question was identified based on critical appraisal in order to provide informative and evidence-based insights into school social work practice. The search criteria in professional publication databases were based on keywords entered in a Czech-English combination: School Social Work, Intervention, Systematic Review, Meta-analysis. **OUTCOMES:** The results of the systematic literature review provide inspiring evidence-based interventions for the implementation of school social work in the Czech schools. **SOCIAL WORK IMPLICATIONS:** The analysed international professional sources together with research studies in the Czech Republic aim to unequivocally support the implementation of school social work and its interventions in the educational process with the justified, proven effectiveness of eliminating socially pathological phenomena, otherwise hindering education and reducing student achievements and school success.

Keywords

intervention, evidence-based practice, school social work

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INTRODUCTION

According to Allen-Meares (2014), significant progress has been made globally in the 21st century having a positive influence on the capability of school social workers in practice policy and research to satisfy the needs of global youth. But on the other hand, the author specifies that the children continue to suffer from environments affected by poverty, lack of the essentials of living, and poor or no health care, and lack of access to good education.

In the United States, for over a hundred years, school social workers have been providing a critical link between school, home, and community, and have their own professional association - School Social Work Association of America. School Social Work Association of America (SSWAA, 2017) presents its current goal as follows: "Helping schools to fulfilling their mission, which is to create an environment for teaching, learning, and to gain competence and trust, especially in those areas where the key success is based on cooperation between family, school and community." National Association of Social Workers (NASW, 2012) developed Standards for School Social Work services and proclaims that School social work is a complex and specialized field of practice that is affected by changes in education policy, research, and practice models that continue to evolve. NASW periodically revises the NASW Standards for School Social Work Services to reflect the values of the social work profession with current practice trends, and to meet the changing needs of school social workers, the clients they serve, and local education agencies.

According to Stone (2017), the social work profession seeks to develop well-being, or the individual, family, community, and societal well-being through a wide range of intervention strategies. These strategies are based on an environmentally oriented perspective based on personal strengths in the community context. Allen-Meares (2013) examines how social workers work for schools around the world to a varying degree, providing services such as individual, group and family counselling, crisis interventions, family visits, supporting students' parents, and students themselves, as well as the entire education system.

Constable (2013) describes the experience in relatively harmonious cooperation in school social work in the U.S. where school social work is a branch of social work with a long tradition, and there is more or less agreement between social workers, teachers, and educators in social work on the definition of professional activities of a school social worker. Powers (2011) expects educational professionals to implement interventions that are efficient for students within evidence-based practice in the context of the review of the magnitude of effects of more than fifty school programs officially approved as evidence-based. According to the author, however, the analysis of the magnitude of effects showed that the programs were not highly evidence-based on average while problems have been experienced in gathering of information on the magnitude of efficiency and new possibilities are offered in evidence-based programs to implement them efficiently in schools.

Brake et al. (2019) says in his qualitative study that in public schools across the United States, school social workers are passed for experts/professionals in the teaching staff whose explicit goal is to enhance students' social, emotional and mental health in the educational process and because schools are under pressure to achieve high standards of learning performance of their students, supporting the emotional and mental health of students may not always be the highest priority of many schools. In this respect, Brake et al. (ibid.) points out that a school social worker should, in their school social work, be able to simultaneously advocate for the strengthening of students' social, emotional, and mental health, and at the same time, intertwine this in their position of authority as a priority with the context of the school's educational mission.

According to Allen-Meares (2014), empirical studies in recent years emphasize the progress, needs and challenges associated with school social work, and psychological and behavioural health of students. In this context, Ekstrand (2015) gives a specific example of social pathology connected with school in the form of truancy, and she stated that the social trust and confidence in the school environment favour educational quality and play an important role in reducing truancy.



SCHOOL SOCIAL WORK IN THE CZECH REPUBLIC

Havlíková (2019) says that the topic of school social work has not yet been developed in the Czech Republic, not in practice, or in the training of social workers at universities, or in the framework of scientific research activities. The author proves that school social work is so far of peripheral importance, but on the other hand, there are no major systemic barriers to the involvement of a social worker in elementary schools in the Czech environment. Havlíková (ibid.) considers sociocultural and economic diversity of contemporary Czech society together with current politics of inclusive education to be a challenge for Czech schools, not only in the area of setting curricula, but also in the area of ensuring equal access and equal opportunities to education. For instance, Stone (2017) outlines in her manuscript the beginning contours of a racial justice and equity framework for school social work. Specifically, it suggests attention to school institutional and organizational structure and school social work practice routines to centre equity issues in relation to the school social work profession. Given that prior school social work scholarship would focus on wider economic inequities and prior education research considers the political, policy, and legal context of also race-based educational inequities. According to Havlíková (2019) there is a significant open space for the profession of a school social worker who works with students from different family and socio-economic environments, and she also believes that it is appropriate to be inspired by foreign examples of school social work practice in the Czech Republic, however, it is not possible to take up any of well-known foreign models automatically, even if the model has a long tradition in a particular country. Tokárová and Matulayová (2013) describe four basic models of school social work that might be applicable to Czech schools and the differences in the aims that a school social worker should follow:

- *Clinical model* supporting students through the case work to eliminate/mitigate their social or emotional problems that hinder them from learning
- *School transformation model* solving pupils' social problems by changing the school environment.
- *Community school model* supporting students' academic success through school programs and community outreach programs
- *Social interaction model* supporting pupils' school success through affecting the interactions of all relevant subjects and their quality

It seemed that in 2012, according to Havlíková (2019) the professional public in the field of social work and education leaned towards the clinical model of school social work. Whereas the Ministry of Labour and Social Affairs of the Czech Republic was inclined to think that a combination of a clinical model and a school transformation model was more beneficial for the role of a social worker in primary and secondary schools as follows:

At the level of primary and secondary schools, the social worker influences the educational process in such a way that the pupil's abilities and resources are used to the maximum, and at the same time he/she works towards social change in the context of education. He can act both as a lawyer for the pupil's legitimate interests and as an intermediary between pupil, family, and school.

The skills of a school social work expert are described by Pešatová (2013) who considers a school social worker as an expert in the social environment, not only providing services to students and their families, but also having functions related to the school institution as an important integration role in social prevention and intervention leading to a positive change for the benefit of students, their families and community.

According to Matulayová et al. (2013), the scope of school social work usually includes counselling/advocating for students and parents, case-work, and working with a group that is socio-pedagogically oriented for networking, and community orientation. Also, the support of students' leisure activities and involvement in the innovative development of schools are mentioned.



RESEARCH QUESTION FORMULATION

For the development of this research article, the research question was formulated as follows: What interventions are suitable for school social work in schools on the basis of international practice?

There are already conceptual considerations for school social work in the Czech Republic, and the aim was to provide practical ideas on how to implement these concepts.

According to Havlíková (2019), the readiness of schools for change, namely accepting another member to the educators' team, has so far been uncertain in our Czech environment based on previous studies, and the preparation of schools for this change can be supported by adopting legal standards that allow social workers to join educational institutions as a professional whom the teaching staff will trust. It is essential that teachers accept the profession of school social worker with trust in their competences which can strengthen the social, emotional, and mental health of students in the educational process and in the context of the whole community.

The formulation of the research question was determined in accordance with the identified topic of school social work and the need to support this topic within a possible acceptance into the Czech environment.

The research question aims to identify appropriate interventions that have proven evidence according to the practice of school social work abroad, primarily in the United States for its long tradition and wide choice of experience. The formulation of the research question was based on the professional terminology of social work in schools and in accordance with the current state and needs of school social work in the Czech Republic.

Developing a review question was also supported by research findings from Havlíková (2019). These findings show that despite the fact that social work experts are associated with the institutionalization of school social work connected with a number of positive effects, especially in supporting schools in their educational mission in a changing society, most of the primary school principals are not convinced of the benefits of school social work. The subsequent institutionalization of school social work in the Czech environment should take place in close dialogue with the needs of primary schools, the existing organizational and institutional context of counselling. The efficiency of the application of appropriate interventions for good clinical practice is monitored by Margison (2000) in support of different measurement perspectives. They include the recognition of the applied interventions and the reasons why they were selected, and the ability to apply various formulation methods that are in line with the selected method of practice, and the identification of threats and methods/actions to remedy various complex situations.

METHODOLOGY

Systematic review focused on multiple interventions and aimed to identify which could be the most suitable for end-users, where decision making involves selection from a number of intervention options. The scope of a review was defined by the multiple groups of participants (students from different environments), multiple groups of interventions (school social work interventions) and the types of outcomes that were of interest, with the additional specification of types of studies that were included (meta-analysis, systematic review, qualitative and quantitative research studies).

The research intention to conduct a systematic literature review to learn about the evidence-based interventions in school social work all over the world was based on scientific literature and the recommendations therein for systematic literature research by author Boland et al. (2017), who introduce a concept of systematically reviewing literature as the best way to synthesize the findings of several studies investigating the same question. Whether the evidence come from healthcare, education, or another discipline, they follow transparent steps with these requirements: definition of the question, identification and critical appraisal of the available evidence, synthesis of the findings, and the drawing of relevant conclusion. According to the mentioned author, systematic reviews can contribute to the specific theories and the establishment of a new evidence base, make recommendations for future research, and evaluate the current state of knowledge about a particular topic of interests.



Developing a protocol for a systematic review recommends Higgins et al. (2019) for its benefits beyond reducing bias, designing the whole process in a more manageable way, and helping to inform key priorities for the review.

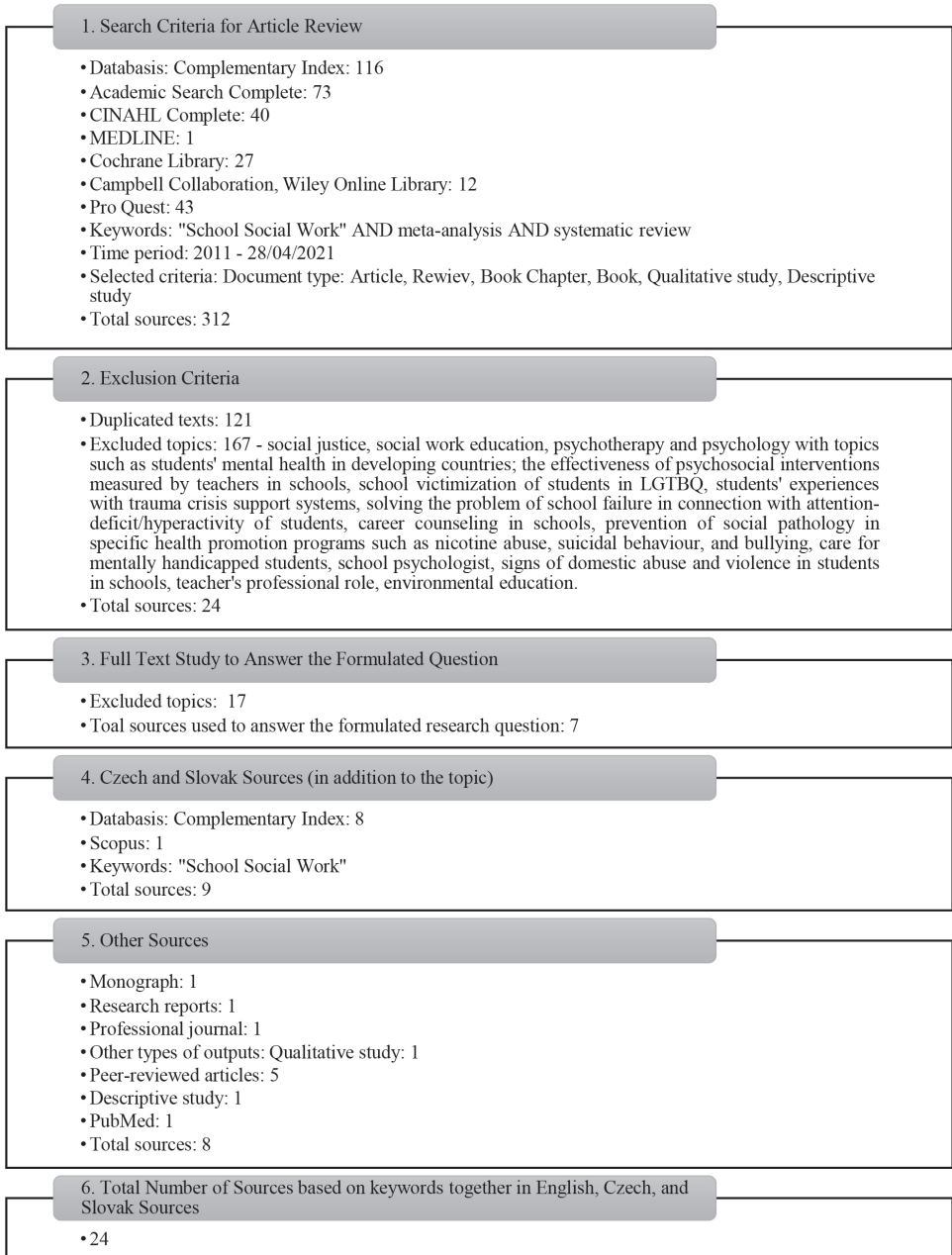
In this review, the evidence-based practice (EBP) process was used to explain what evidence was taken in for the review from professional literature. Raines (2008) characterizes Evidence-Based Practice (EBP) as a common concept in supporting professions that is defined in the form of a decision-making process for the selection of best practices to address educational barriers in the school and education process. While this process encourages professionals to engage in lifelong learning, it emphasizes the importance of asking specific reality-based questions. Also, Reines (ibid.) accentuates the search for the currently best and most evidence-based programs and practical procedures that solve problems and challenges where the relevant interventions are based on evidence.

Sabatino et al. (2013) considers EBP to be a process, not a choice of a single research result or treatment manual to solve a problem, because the aetiology and correct response to school problems (e.g., bullying, school climate, traumatic losses) vary from community to community and from school to school. By the same token, EBP appeals to school social workers to make good use of research and apply critical thinking skills to determine whether there is a match between a problem, population, and empirical evidence. For instance, Davis et al. (2013) investigated the use of EBP among social work students. Study findings indicated that students were not actively engaging in evidence-based research and as a result, a significant gap exists between social work theory, training, and practice.

The emphasis on the transportability of EBP into social work is suggested by Gray et al. (2010), and as they show, there is also a need for micro studies of methodological and policy formation, particularly around the challenging issues of implementation in social work. Such studies would bring an understanding how processes of improvisation, purification, and channelling are translated into local and national contexts, giving insights into the embedding of evidence-based methodology in day-to-day social work practice.



Figure 1: Review protocol with six steps of the searching process





In accordance with the formulated research question, several scientific databases with professional sources of literature were used to collect suitable evidence for the implementation of interventions in school social work. Figure 1 contains a protocol with a list of databases and the number of identified professional resources. Keywords: School Social Work, Meta-analysis, Systematic review were used to search using Boolean operations in this form: “School Social Work” AND meta-analysis AND systematic review. The EBSCO Discovery Service was used to search for keywords. The selection criteria were entered in the document type: article, review, book Chapter, Book. The selection criteria were limited by the time period for the publication of professional sources in the years 2011 to 2021. The extended conditions of the selected criteria also consisted of searching full texts of articles and the use of equivalent subjects. The restrictive conditions were full text and peer-reviewed sources. The total sources found are 312, of which 121 were excluded for duplication, and 167 sources were excluded due to a topic that was indirectly related to school social work, especially in the field of psychology, psychotherapy, and social pathology. The total number of sources remained 24. We studied 17 full-text sources, of which 7 were used to answer the formulated research question. In addition to the topic, Czech and Slovak sources were only found if keyword entries were changed, again using the Boolean operators of “School Social Work” AND interventions. Of the sources found, 8 were located in the Complementary Index database, and Scopus contained 1 source. Other sources included: research reports: 1, qualitative studies: 1, peer-reviewed articles: 4, descriptive studies: 1, PubMed: 1 professional article. Monograph: 1, and professional journal: 1. The final number of professional sources in English, Czech, and Slovak was 24, of which 7 were used to answer the formulated question. The remaining sources were grouped to form and systematize the theoretical basis of this paper.

CRITICAL EVALUATION OF SOURCES

In the first place, the studies that have been reviewed are presented here. The studies named the evidence-based practices that were found in them and are presented later in a following section.

The Allen-Meares (2013) systematic (research literature) review was conducted by a computer search with inclusion and exclusion criteria using several databases (CINHAL, ERIC, MEDLINE, PsycINFO). Eighteen studies with representative samples of respondents were included in the final sample. The magnitude of the intervention effect was calculated for all results. The results showed that most studies were conducted in the United States ($n=14$), with half ($n=9$) of the included interventions being at the level of school preventive interventions with positive effects. Interventions were focused on prevention topics such as identity, sexual health, aggression, self-esteem, school attendance, and depression. The measurement was valid for the reviewed studies. The purpose of the literature analysis was to identify school interventions that involve social workers and to examine the efficiency of interventions for school-age young people by calculating an estimated magnitude of effects. For interpretation of results, the limitations were considered where the review only includes published articles, and it can be possible that unpublished studies and dissertations offer a view that is contradictory to the findings in this review. Also, studies that did not literally identify the involvement of a social worker in the implementation of an intervention may have not been included. More than half of the reviewed studies were based on quasi-experimental tests and pre-tests or post-tests with uncertain reliability, i.e., whether similar results would be obtained from repeated measurements.

The meta-analysis (Sklad, 2012) comparing studies of the effects of educational programs for social, emotional, and behavioural development of students in the USA. Studies of effects, especially from Europe, was limited as a result of data provided by synthesized studies. Studies with a wide range of different interventions focusing on social and emotional skills were analysed, with each intervention having a unique composition and using unique measurement of its effects. For example, programs aimed at changing the school culture and climate did not have the same conditions for implementation directly at school. However, the finding that the overall magnitude of effects of the two groups of studies in the US and Europe is similar is considered highly relevant. There are representative samples of respondents. In this respect, any conclusion on the causal relationships between the moderators used in the meta-analysis and the efficiency of programs should be treated very carefully. Although



the meta-analysis may show a positive correlation between a moderator and the reported magnitude of effects, the correlation does not mean the moderator is the reason for increased effects. Therefore, meta-analytic findings should be supported by future experimental research to isolate hypothetical factors determining the efficiency of interventions.

The Sabatino's exploratory study (2018) presents the effort to develop a reliable and valid tool that measures the level of counselling in school social work to accurately interpret the practical tasks of school social workers. The results were in line with the defined hypothesis that there are several counselling models with sets of practical tasks. This tool indicates that program and organisational counselling models are, according to the literature, significantly different in their diverse, basic theoretical frameworks, methods and objectives. This tool is a first step to improving data collection and laying the foundations for the dissemination of evidence-based literature concerning the school social work process.

In his descriptive study of a group of 52 school social workers, Forenza et al. (2020) studied, among other things, how these respondents evaluate their professional skills, in which they referred to, among other things, experience enhancing their skills, previous teaching experience of a class teacher, and formative field experience of their practical training during master's studies which helped them build the capacity for their current school social work practice. Limitations of the study include the small sample size.

In her research study Cabiati (2017) investigate the continuing education requests of 300 child protection social workers engaged in fieldwork in Italy. Starting with their perceptions about the competences and abilities required for practice, social workers were invited to express their opinions about educational needs. Using an online survey constructed ad hoc, the social workers' continuing education needs were investigated first with multiple choice questions and subsequently using a priority scale. The interviewees expressed educational needs in 22 different areas confirming the image of a multidisciplinary and demanding profession. In this research, the survey that was constructed allowed for the acquisition of the opinions of a large number of child protection social workers. Nevertheless, it is important to consider that, without a qualitative study, the results remain subject to interpretation. It could be very useful to explore in depth the issues of social workers to determine the meaning underlying their expressed wishes.

Berzin et al. (2011) carried out the study with a sample of 2956 respondents recruited through state and national school social work associations. The purpose of the study was to identify subtypes of school social workers within the context of collaborative practice, and to identify individual and contextual factors associated with these classifications as well as overall levels of collaboration with teachers. Because a significant portion of survey responses was incomplete, bivariate analysis was completed to compare full responders with partial responders. No significant differences were identified. Multiple imputation was not feasible due to the limited nature of the available data for partial responders. Therefore, respondents who did not complete the survey were removed from the analysis, yielding a final sample of 1639. The survey was constructed using the following steps: literature review and conceptual definition of school social work practice, pre-test using 11 school social workers, pilot test, revision, and expert panel review (23 leaders nationally in school social work practice). Internal consistency reliability was examined for questions related to different levels of practice, i.e., child ($\alpha = .6$), family ($\alpha = .5$), teacher ($\alpha = .7$), and school ($\alpha = .7$). While additional measures of reliability and validity were not examined for the instrument, the survey instrument was a modified version of the previously administered Illinois State School Social Work Survey 22, and field tested by 11 school social work practitioners. Initial data analysis included descriptive statistics and frequencies to summarize how school social workers collaborate with teachers. A limitation of this study is that it did not seek to capture the teacher's perspective, and therefore provides a one-sided view of this collaborative relationship. Additionally, as the survey was cross-sectional and relied on self-report, the study has limited ability to study the transactional or longitudinal nature of collaborative relationships. Another limitation is that items representing the aspects of collaboration were extracted from a survey that was not designed specifically to measure collaboration. A methodological limitation relates to the sampling frame and missing data from the study. As no central list of school social workers was mentioned, the available and accessible groups of school social work professionals may not represent the full body of



school social workers. Finally, the results are not generalizable to other school-based mental health providers, although comparison data would be interesting.

In their qualitative research study “Exploring the Perceived Benefits and Limitations of a School-Based Social-Emotional Learning Program: A Concept Map Evaluation” Haymovitz et al. (2018) used a concept mapping evaluation approach to explore the participants’ perceptions of the values and influences of Social Harmony. Concept mapping was a mixed-methods research technique in which key stakeholders generated ideas anonymously on the internet in response to a one-sentence prompt and sort them into themes with a virtual card sort task. Participants also rated each idea on a Likert scale on one or more dimensions of interest (for example, importance and degree of impact). Finally, rigorous multivariate statistical methods, including multidimensional scaling and hierarchical cluster analysis were then applied to yield a pictorial map representing interrelationships among the ideas. It facilitated a rich understanding of disparate, nascent, or otherwise difficult-to-express concepts through numbers, graphics, and narrative. In addition, participants were involved in data analysis and interpretation. Limitations of the study included the small sample size, undetermined number of disciplinary transactions before and after the intervention, and the idiosyncratic Waldorf school environment in which it was implemented. Given the methodology, additional research is necessary to ensure that the findings are generalizable beyond the present school of interest.

SELECTION OF APPROPRIATE EBPs INTERVENTION

The evidence-based interventions according to Allen-Meares (2013) were identified in the systematic (research literature) reviews for the selection and application of a specific suitable intervention. They describe the school social intervention monitoring using a three-level perspective, which has also received considerable attention in the USA in the last decade. The findings show that Level 1 (universal) and Level 2 (selective) interventions are available to approximately 95% to 99% of school-age young people. Level 1 intervention is offered to the whole school population, typically in the classroom, by a teacher, a school social worker or another professional, and approximately 85% of students do not need any support above this level. The purpose of these interventions is to prevent the development of problematic behaviour, for example through development of specific forms of social behaviour in the classroom, thus a subsequent positive reinforcement of the whole school. Schools implementing Level 1 interventions reported fewer disciplinary actions and classroom problematic behaviour as well as a positive school climate. Level 2 interventions are considered more intensive and are often provided in a small group environment; it is estimated that 5% to 10% of all school-age students need Level 2 interventions to be successful in school. An example of a level 2 intervention would be a small therapeutic group intended to intervene for a specific problem. Such intervention can be performed by a school social worker, school psychologist, school counsellor or other behavioural professionals. It is estimated that only 1% to 5% of young people need level 3 interventions offering intensive and individualized support.

Another evidence-based intervention is based on meta-analysis (Sklad, 2012) comparing studies of the effects of school educational programs on the social, emotional, and behavioural development of students in the USA and Europe. Its findings suggest children with diverse national and cultural backgrounds around the world can benefit from these programs. The benefit of these interventions is a significant improvement in the social and emotional development of students as well as the overall development of young people.

Although the number of school social workers has been growing worldwide in recent years, Allen-Meares (2013) believes that further research is needed to identify what types of interventions are provided in schools and how evidence-based they are. She highlights the need to expand the practical research experience of social work in education where school social work as a profession has recognized the ethical need to offer educational professionals ways to critically assess research evidence, and based on that, have the ability to offer young people the most efficient evidence-based services to satisfy their needs.

Respondents of descriptive study by Foreza (2020) largely mentioned the method how school social work interventions are implemented in cooperation with the entire school community for starting school students’ clubs.



With regard to child protection interventions, Cabiati et al. (2017) focuses on the social workers solving the social aspects of each situation, instead of clinical matters. In the context of her study a tendency to consider the troubles of families from a psychological perspective seems to persist, focusing more on past events and relative causes rather than future hopes and actions. This outcome was not surprising considering that several social work approaches have their roots in therapeutic models. The commonness of this request confirmed the presence of this perspective in child protection services and the lack of a strength-based perspective. This preference could be linked to the social workers' difficulties in working with families that express their troubles and suffering with feelings of shame, blame, hopelessness, or anger. Faced with high levels of suffering in families, a common feeling among practitioners could be that the help programs for parents are weak, the assessment of risk and dangerous is uncertain, and there are difficulties in proving the outcomes of help interventions. Families need child protection for a positive change, and for social workers, it is not easy to accompany them in possible improvement. From the study the message 'We wish to learn how to work with the families of children' emerged, which opened further discussions. The most evident result concerned the child protection social workers' desire to learn innovative strategies to work with the families of children. The collected data open perspectives to new child protection work and encourage the people responsible for education to support democratic and participatory approaches.

According to Berzin et al. (2011) the perspective intervention of school social workers is based on their collaboration with teachers. While school social workers varied in collaborative practices, opportunities exist to enhance their role in educating and supporting teachers to serve as primary providers to students with social, mental health, and behavioural needs. Understanding collaboration also includes encouraging teachers and school administrators to consider the wide range of ways for meaningful engagement with school social work staff. School social workers should continue establishing individual relationships and supporting teachers through professional development and consultation to help them serve students.

CONCLUSION

Despite the above-mentioned limits obvious from the analysis of selected professional sources, the studied reviews could be a valuable source of evidence for educational policy at the international macro level for the review of school social work interventions. The reviewed studies are presented to deepen the knowledge of practices within school social work, and its improvements in relation to school social workers' competent work. Further research is needed to determine what changes should be made to align promising or proven interventions with educational, social, cultural, and as appropriate, political needs. In this respect, foreign cooperation can be considered an effective way of expanding experience with new interventions. Establishing partnerships with foreign colleagues who have long-term experience in school social work practice could be a valuable source of additional information and sharing the necessary experience. The findings also show that the culture of any school is a decisive factor in school improvement. The practices in school culture have an influential impact on the outcome of school social workers' improvement efforts and were also determined to play a significant role in the amount of stability and reform in school improvement attempts. Understanding the complexity of school culture is an essential skill of school social workers to alleviate possible barriers to the implementation of evidence-based strategies and concepts of school social work. The field of school culture in the Czech Republic has a fundamental importance for looking for approaches to encourage schools in the direction when their autonomy has been increased and they are being given a plenitude of authority over their administration and development. Based on this systematic literature review, school programs on the social, emotional, and behavioural development of students can be considered appropriate interventions of school social work. Considering, e.g., group and individual consultations of school social workers responding to the needs of students, teachers, students' parents, and the whole community, and active involvement in students' leisure activities related to the school environment such as setting up a school club; the intended effect of these interventions is to eliminate the development of problem behaviour in individuals as well as in entire classes with a consequent positive reinforcement of the whole school.



If the client is a student or their family, interventions precisely support their personal levels, developing their social, mental, and emotional backgrounds. If the client is a school and the school environment, the efficiency of school social work interventions can be seen in the elimination of socially pathological phenomena, otherwise hindering education and reducing student achievements and school success. The analysed literature appealed for further research with a larger sample of respondents, replication studies, and longer and more rigorous follow-ups to as best as possible determine the effectiveness of school social interventions.

Intensive mutual communication between the involved experts in the social work practice and education is needed for planning the implementation of school social work interventions in Czech schools. Also, support from public authorities is needed primarily in the field of education and, as previously mentioned, more evidence-based studies are undoubtedly needed to examine the possibilities of social work together with the school environment and its needs in relation to students, teachers, and the whole community.

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