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Editor's Message for IJSSW Special Issue on Trauma Informed/ Responsive services

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Abstract

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Editor's Message for IJSSW Special Issue on Trauma Informed / Responsive Services

Thank you for your interest in this excellent collection of articles for the International Journal of School Social Work (IJSSW) spring 2022 issue. We hope you enjoy reading them as much as we enjoyed seeing them come to fruition. This IJSSW issue explores the variety of school social work activities, skills, and interests internationally and in the United States and provides predictions on the path ahead and evidence of the diverse skill set of school social workers. This diversity of skill sets sometimes feels like an albatross in practice as we can struggle with role definition. But we would like to re-frame this reality as a strength for our specialization. Our skill set is broad and expansive, giving us confidence and access to opportunities for intervention that might not otherwise fit a narrow view afforded other professions. For this, we celebrate who we are and how we practice.

The expanse of the specialization of school social work is global, impacting children and families throughout the world. The variety of service models, training, and role of support associations shows the complexity of the profession and its adaptability to meeting the needs of local communities. Huxtable explores this diversity and discusses what the future of school social work could look like in "A Global Perspective on School Social Work in 2021." Crutchfield, et al., created an original study examining school social work practice in charter schools across the United States. As an emerging place of practice, the authors posit that charter schools afford school social workers increased opportunities for interprofessional collaboration, advocacy, and role definition than exists in traditional P-12 schools.

School social workers are becoming increasingly active in school safety endeavors, according to Woodside, et al. School social workers in North Carolina are applying a multi-tiered systems of support model that emphasizes preventive programming for all students, a holistic and proactive approach to safety, and behavioral health interventions. As school social workers enhance the services they are offering in a neo-pandemic world, the call for leadership within the specialization is becoming more pronounced, according to Perry, et al. New programs are emerging throughout education settings that would benefit from school social work leadership. To meet this continuing need, school social workers around the globe should be trained in leadership and culturally responsive collaboration in order to assume these fast-developing leadership roles.

Hopson, et al. conducted a study of female juvenile offenders to better understand their school experiences and the implications for school social work practice. The study explored barriers in school, relationships that promote success, and coping skills, among other themes, and captured the true resilience of adjudicated girls through the phrase "never give up." Finally, Choi, et al. studied the importance of school-based mental health services for racial minority children in the United

States based on the significant needs of these students, including overcoming community violence, living in poverty, having mental health, social, financial, and educational problems.

This issue promotes the practice of school social work in all of its complexity with six articles that showcase the depth of knowledge, skills and abilities of professional school social workers. The client groups are unique, the skills applied are varied, and the results obtained are impressive. We plan to disseminate another issue of the IJSSW later in the year. In the meantime, enjoy these articles and let us know through social media outlets what you think about their impact on your practice.

Regards,

Leticia Villarreal Sosa & Tory Cox, IJSSW Co-Editors-In-Chief