

**Ashley Jewer**

### **1.1.3 SOCIAL WORK TECHNICIAN**

Nature of the work The principal and customary work of an employee in this class of employment consists in applying social aid techniques designed to promote prevention in matters pertaining to drug addiction, violence, absenteeism, dropping out of school and so on and provide individual or collective assistance to students experiencing related behavioural problems. He or she also helps a student who requires assistance with other problems of a personal, family, social or other nature that could affect his or her behaviour.

- Creation of behaviour intervention plans on a weekly basis with school team, as well as creating intervention plans with social services, CLSC, and/or parents. For example: PSI for grade 3 student February 14. BIP meetings almost every Monday
- Meet with parents as well as communicate via telephone and email to provide regular and ongoing support
- I have personally done eight ASQ / suicide interventions this year, two of which required me to reach out to a psychologist for support, followed by requesting support from youth protection and other individuals with more qualifications.

#### **Characteristic functions**

The employee in this class of employment works with teachers, the multidisciplinary team and external interveners, as the case may be, to analyze problems submitted to him or her and to participate in the search for appropriate solutions.

- Part of implementing the BIP includes meeting with teaching staff and other staff members and utilizing my knowledge and skills to come up with ideas and strategies for students, teach these strategies to students, and work with them regularly to adapt the intervention tools and keep track of their success or failures in order to do so.
- For example: RTM for grade 1 student on February 28, March 10 and March 17. I wrote a BIP for student with the teams collaborative information, created tools for student and have adapted it multiple times since the first RTM. We also met with parents March 19<sup>th</sup> to go over plan and collaborate with them

He or she works with youth protection organizations,

- Regularly in contact with the Department of Youth Protection. For example, in the Month of March I spoke youth protection, including after work hours (3:30 pm) on March 19<sup>th</sup>, 21<sup>st</sup>, 24<sup>th</sup>, and 26<sup>th</sup> regarding opening files and following up with on-going cases
- I meet with social workers and other professionals from DYP one-on-one, with students, and within team meetings.
- I have trained and supported staff members on multiple occasions on how to contact DYP, as well as created a detailed outline of the steps to take and what to say, and have printed out government brochures and placed them by all school phones
- Often times, a staff member will signal a case to DYP and after signalling, I will take over the communications with youth protection and add the signalled student to my radar to work with them and support them and their families

particularly by reporting cases of abuse; if necessary, collaborates with police forces;

- When necessary, I will report situations to police and collaborate with them. A recent example, on March 18 I met with our liaison officer regarding a case of sexual assault between students. I spoke again with the officer and came up with a plan at 4:00pm that day and prepared to meet with investigative officers as well as support students and families who may need to participate in investigations.

participates in consultation groups and case studies; refers to the organizations concerned cases that are not under the jurisdiction of the school board. He or she may be called upon to act as a witness in court.

- Regularly refer to DYP, CLSC and local organizations that could help a student and their family.
- I have also put together lists of resources for families who may need support with their mental and physical health, food banks, support for victims of intimate partner violence and domestic violence, collecting food, clothing, and sanitary donations for students in need and extending support to families to reach out if they need more assistance finding resources.
- Collaborated in collecting data and creating documentation for the judge, preparing to potentially appear in court to advocate for student.

Under the responsibility of the school administration and in conjunction with the multidisciplinary team, he or she participates in developing and drawing up an individualized education plan; selects measures designed to attain the objectives determined; draws up his or her action plan and applies the measures; evaluates the objectives attained and participates in the evaluation of the plan.

- Behaviour intervention plans and general intervention plans are often created by me during team meetings as well as one on one with students. This school year I have created a dozen official intervention plans.
- I am regularly evaluating and adapting these plans to stay up to date with students needs.

He or she organizes and synthesizes data on a problem in order to evaluate the problem and to find solutions based on queries or information collected from the school staff, the school board, the student or his or her family. He or she records his or her observations and interventions as well as prepares and updates files.

- With regular logging as often as possible, as well as data collection for the NEST program, I go over the problem, contact necessary individuals, and the collected data to find patterns and measure success or failure in order to re-asses and re-create interventions when necessary.

He or she provides counselling;

- Counselling is provided daily to students, as well as families when possible.
- I teach social emotional regulation and social skills to students daily via groups and one on one interventions
- I run anxiety management and anger management interventions with students who may need it. I am either approached by staff members, family members, social services, or the

students themselves. I then meet with the student and assess their needs to adapt a personalized program that will be the best for their success.

- I regularly meet with students on an as-needed basis to support them through a crisis, or to give them a space to talk safely and provide support based on the outcomes of the meetings. On average, I provide this type of support about five times per day, not including scheduled times.

he or she helps the student overcome his or her social, cultural or material problems related to his or her family, social or school environment; advises him or her or, if necessary, refers him or her to the appropriate resources.

- I run social skills and social emotional learning groups for students throughout the day
- I collect information from colleagues, families, and students to organize the appropriate groups and target needs as specific as possible for each particular group.

He or she informs students of the various disorders or dependencies by holding information meetings in class or at other times; prepares information bulletins intended for posting or school newspapers and organizes and conducts activities related to these topics.

- Outside of the intervention groups and activities I run daily, I also have organized class-wide interventions to support collective group needs.
- For example, on March 25<sup>th</sup>, I ran a group intervention with all of the female students in grades five and six to teach them about boundaries and how to draw boundaries and express them, as well as strategies and tools to use when those boundaries are not respected. I decided to do this after collecting information over the past few months from many students, and saw a pattern of fear and misunderstanding when it comes to boundary setting and self-advocacy.
- Another example, on October 11<sup>th</sup> this school year, I ran a group intervention in the grade 3 CCQ class on child-adult safety and protecting oneself when their personal and private spaces aren't respected, as well as teaching them different channels to approach when this happens. I collected information from students and communicated with our CCQ teacher and our CCQ and ELA consultant to gather the necessary tools to run this intervention.

He or she meets with students, parents and teachers to provide them with advice, information and pertinent documents and referrals.

- Regular meetings with parents, sometimes assisting them with documentation and guiding them to the appropriate resources that could provide them with support.
- For example, last week I met, in person, with parents and families on March 18<sup>th</sup>, and multiple times on March 19<sup>th</sup> as well as communicated with parents daily throughout the past two weeks (March 17<sup>th</sup> to March 28<sup>th</sup>) to provide information and support, as well as respond to calls from parents asking for advice and guidance.

He or she may be required to use a computer and the necessary software to perform his or her duties.

He or she may be required to train less experienced technicians as well as coordinate the work of support staff in performing duties related to the implementation of programs involving technical operations for which he or she is responsible.

- I regularly support colleagues on how to approach situations regarding a students mental health, abuse, and social emotional needs. On March 19<sup>th</sup>, a colleagues came to me in crisis as she did not know how to handle a situation between students regarding potential sexual abuse. I provided her with information on possible ways to handle these situations, and guided her towards the appropriate resources,
- On multiple occasions, I have trained and supported colleagues in how to make a signal to DYP
- Staff members regularly come to me for advice on what to do to support a student or family with mental health, finding resources, and legal parameters in dealing with certain situations. I support these colleagues and guide them to the appropriate resources.

If need be, he or she performs any other related duty.

### Required qualifications

Schooling Hold a **Diploma of College Studies in Social Service** or a diploma or an attestation of studies recognized as equivalent by the competent authority

- I have a technical DEC in Youth and Adult Correctional Intervention from John Abbott College, which is a program based in Social Service Work, Criminology, and Psychology. The program trains graduates with a deep knowledge and practice in counselling and intervention and is highly relevant to the job of a Social Work Technician.
- I also have an AEC in Special Care Counselling from Champlain College.

Month of March 2025 - Ashley's work data

