



# SCHOOL OF SOCIAL WORK

UNIVERSITY OF MICHIGAN

## SW 629.001 Interventions in School Social Work

**Fall 2015**  
**Tuesdays, 6-9pm – 3752 SSWB**

**Instructor: Emily Fitzgerald, LMSW**  
**Phone: 734-274-0829 (Cell)**  
**Office: 2760 SSWB; office hours by appointment**  
**Email: [emstein@umich.edu](mailto:emstein@umich.edu)**

### COURSE DESCRIPTION

This course presents advanced knowledge and skills essential to providing effective school social work interventions. Students will learn to identify, select and apply evidence-based prevention and intervention methods for use with individuals, groups, families, school personnel, and communities to enhance student learning, development, and school success. Student learning will include social justice practice skills, trauma informed practice models, positive behavior supports for school wide programs and individuals, crisis prevention, planning, and intervention, behavior intervention planning; mediation, conflict resolution, and collaborative problem-solving methods. Specific interventions to support students with Autism Spectrum Disorder, Emotional Impairments; and other disabilities covered under Individuals with Disability Education Act will be covered. Ways to promote family engagement and collaboration will be explored as well as a focus on effective measures to promote youth voice. Skills to enhance collaboration and consultation between teachers, families, and other school personnel will be addressed. School social worker intervention methodologies will include ways to help schools develop climates that are inviting, supportive, and inclusive of diversity. Students will acquire the skills needed to effectively practice as a school social worker to enhance student learning and achievement.

### COURSE CONTENT

Content in this course includes practice methodologies that promote student academic success that take into account behavioral and emotional challenges according to school and legislative policies. Inter-disciplinary approaches designed to strengthen individuals, groups, and families within larger social contexts such as the school and community will be presented. Methods that increase student and family access to education and educational resources will be explored. School wide interventions such as the implementation of positive behavioral supports, process oriented forms of discipline, family engagement, inter group dialogue, positive conflict resolution skills, and coordination and collaboration with youth serving agencies in the community will be discussed. Effective classroom wide, small group, and individual interventions will be practiced.

Students will also learn how to evaluate the effectiveness of programs and services offered and make modifications based on student needs. Practice frameworks will include: socially just practice, knowledge and evidence based practice skills for individuals, groups, schools, and communities, and the rich interplay of student, family, school personnel, and community multicultural and diversity dimensions.

As a new course here at the UMSSW, we have the opportunity to mold this course into a course that describes for anyone asking- “this is what school social workers can do in our schools to best help them provide the learning opportunities that they were designed to offer.” There will be opportunities to seek feedback and input from the students of this class, professionals currently in the field of school social work, and colleagues throughout the course in a continuing effort to further shape this course now and in the semesters to come.

## **COURSE OBJECTIVES**

Upon completion of the course students will be able to:

1. Demonstrate knowledge and skills for locating, selecting, and applying empirically-supported, evidence-based prevention and intervention methods effective for use with individuals, groups, families, school personnel, and communities to enhance student learning, development, and school success.
2. Demonstrate knowledge and skills in development of behavior intervention plans collaboratively with family members, educational staff, and outside resources, personnel, and agencies.
3. Demonstrate knowledge and skills to provide crisis prevention, planning, and intervention services including the impact of trauma on development, learning and school performance.
4. Demonstrate knowledge and skills to promote positive behavior supports for individuals and school wide programs.
5. Apply principles of social justice to school based practice.
6. Demonstrate the ability to assess and respond to a suspected suicidal threat from a student.
7. Demonstrate the knowledge to design interventions in the event of a death of a student in the school community, or of pervasive bullying reports.
8. Demonstrate knowledge and skills to facilitate and coordinate student and family access to medical, health, mental health, social services, and other community resource and to promote collaboration among school personnel and other community agencies.
9. Demonstrate knowledge of factors that promote positive school climate and culture of belonging among students, families, and school personnel.
10. Demonstrate knowledge and skills in mediation, conflict resolution, and collaborative problem-solving models.
11. Practice skills that enhance youth voice, engagement, and leadership.
12. Demonstrate knowledge and skills to evaluate effectiveness of programs and services and modify these based upon student need.
13. Demonstrate knowledge and skills to carefully consider ethical dilemmas that may arise in the school setting and the ability to make difficult ethical decisions that are guided by the Code of Ethics, relevant laws, and school policies.

## **COURSE DESIGN AND TEACHING METHODS**

This course will use a variety of teaching and learning methods, including lectures, PowerPoint presentations, group activities, case studies, videos, guest presenters, seminar techniques and site visits if logistically possible. The class format is based on the understanding that you are a prepared and active learner. Reading the assigned materials prior to the class session is a prerequisite to getting the most out

of each class and successfully meeting the course objectives.

I want this to be a practice class; I want practitioners in the room. I have practiced as school social worker and am excited to share my experience with the class along with the experience of guest lecturers who have also worked in the schools; I also expect your expertise to be shared with the rest of us in the class. I invite you to share thoughtful reflection on the course material, inspiration, creative ideas, opinions, and connections between the subjects discussed in class and your work being done in the field.

The development of a supportive learning environment, reflecting the values of the social work profession, is essential for the success of this class. A supportive learning environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is different from your own, articulating clearly your point of view, and linking your experiences to the readings and assignments. I will appreciate your contributions to making this a safe and respectful learning experience.

### **RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES**

- *Multiculturalism and Diversity.* This course will review the recent national, regional, and local demographic shifts that have increased the ethnic and cultural diversity of children and families in educational institutions. A culturally sensitive, developmental perspective will be presented ranging from infancy through secondary education and culminating in the transition from school to the world of work. In addition, the particular policies and services regarding children and youth with illnesses and disabilities, and gay, lesbian, bisexual, and transgender persons will be reviewed.
- *Social Justice and Social Change.* Social workers in educational settings strive to maximize educational opportunities for individuals, groups, neighborhoods, and regions, and promote progressive local, state, and national policy. Relevant legislation and policies that seek to meet these goals will be reviewed, as well as the social justice implications of private and public schools.
- *Promotion, Prevention, Treatment, and Rehabilitation.* These approaches are incorporated at all levels of practice in educational settings. This includes programs for the student and family, the organization and positive organizational culture in schools, and educational climates overall that promote children's development to their maximum potential. Additionally, characteristics of at-risk children and youth and their particular vulnerabilities will be highlighted. These risks will include school failure, suspension, and expulsion, "dropping out," unplanned pregnancy, insufficient preparation for the work force, family roles, and group and individual violence. Related concerns will include prevention of substance abuse, prevention of the transmission of disease (especially sexually transmitted diseases), and promotion of healthy lifestyles and development. Characteristics that buffer children from these stressors and research on resilience will also be examined.
- *Behavioral and Social Science Research.* The role of the social worker as a consumer of research will be emphasized. Relevant sources will include not only those in social work, but also the theories and empirical studies in interdisciplinary fields, such as human development and education. In addition, relevant theories and findings regarding accountability for service, empirical validation of interventions, and overall evaluation of practice in educational settings will be covered.

### **RELATIONSHIP OF THE COURSE TO SOCIAL WORK ETHICS AND VALUES**

Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and their parents, and colleagues. The NASW Code of Ethics will be used as a framework for decisions regarding engagement with students and families, protection of confidential material, designing appropriate interventions, and monitoring unintended consequences related to intervention decisions and taking corrective action. In addition, relevant federal guidelines as put forth in the Individuals with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act, and the Family Educational Rights and Privacy Act will be reviewed in light of their interface with ethical issues related to gathering and using information, and designing and executing interventions.

### **INTENSIVE FOCUS ON PRIVILEGE, OPPRESSION, DIVERSITY, AND SOCIAL JUSTICE (PODS)**

This course integrates PODS content and skills with a special emphasis on the identification of theories, and/or policies that promote social justice, illuminate social injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

### **COURSE READINGS AND RESOURCES**

It is strongly recommended that you purchase the following text, as many readings throughout the course will come from this book, and it will serve as a valuable resource if you decide to continue to work professionally within the schools. This book is available for purchase, and is also on reserve at the University's library.

Franklin, C., Harris, M.B., & Allen-Meares, P. (2013). *The School Services Sourcebook (Second Edition): A Guide for School-Based Professionals*. New York: Oxford University Press.

All available course readings (or links to the readings) will be posted on the Canvas site for this course. If copyright restrictions prevent the readings from being uploaded onto Canvas, they will be available for download through the University library's electronic holdings (and will be marked "Library" in the syllabus). Please see the instructor if you need assistance in accessing these readings. Required readings are marked with an (\*); other readings are supplementary and optional. Readings in *The School Services Sourcebook* are highlighted.

#### **Resources:**

- UCLA's School Mental Health Project- <http://smhp.psych.ucla.edu>
- School Social Work Association of America- <http://www.sswaa.org>
- American Council for School Social Work- <http://www.acssw.org/>
- School Mental Health.org- <http://www.schoolmentalhealth.org/index.html>

- Social Work Helper- <http://www.socialworkhelper.com/>
- Self Help Warehouse- <http://www.selfhelpwarehouse.com/>
- US Department of Education- <http://www.ed.gov/>
- UC Berkley's Greater Good Science Center- <http://greatergood.berkeley.edu/education>
- Training Wheels- <http://www.trainingwheelsgear.com/>
- PBIS World- <http://www.pbisworld.com/>
- Collaborative for Academic, Social, and Emotional Learning- <http://www.casel.org/>
- Intervention Central- <http://www.interventioncentral.org/>
- Evidence-Based Intervention Network- [http://ebi.missouri.edu/?page\\_id=227](http://ebi.missouri.edu/?page_id=227)
- Education Resources Information Center (ERIC)- <http://eric.ed.gov/>

## **APA FORMAT, ACADEMIC HONESTY, WRITING ASSISTANCE**

Please refer to the *American Psychological Association Publication Manual* (often called the APA Style Manual) in the preparation of your writing assignments. There is some helpful information related to APA citation guidelines on the Main UM Library website at: <http://guides.lib.umich.edu/c.php?g=282964&p=1885441>

It is critical to reference all sources of information or ideas you use in your writing; to do otherwise is academic dishonesty. Direct quotes in particular must be identified as such. Situations of apparent plagiarism or academic dishonesty will be reported and handled according to University policy.

It is expected that written work will be submitted free from excessive grammatical errors including misspelled words or incomplete sentences. You may find it helpful to have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader. Please be sure to proofread your work!

For personal assistance with your writing, the School of Social Work now has a full time Writing Skills/Study Skills Coordinator to assist students with writing. Contact Betsy Williams ([betsywil@umich.edu](mailto:betsywil@umich.edu), Room 1696 SSW (in the Career Services office), 734-763-6259) to ask a quick question or to make an appointment for help with a paper draft or with other writing tasks. You may also make an appointment at the University of Michigan Sweetland Center for Writing (<http://www.lsa.umich.edu/sweetland/>; 734-764-0429).

## **STUDENTS WITH UNIQUE CIRCUMSTANCES OR LEARNING CHALLENGES**

Students who have circumstances that could possibly put them at a disadvantage in their participation in the course should bring this to my attention as early in the course as possible, hopefully by the second class meeting. Whether or not you have documentation of a condition that may affect your ability to participate, please initiate a discussion with me about this. My goal is to maximize your learning the material in the course, and this can be done through various accommodations unique to your circumstances. If you feel it would be helpful, we could also draw up, in writing, a set of understandings about what accommodations would be appropriate and helpful for you.

## **POLICY ON INCOMPLETES AND LATE ASSIGNMENTS**

A grade of “Incomplete” will be given in extenuating circumstances and in accordance with SSW and University policy. You may turn in hard copies of assignments or upload your work to the class Canvas site. Whichever method of submission you choose, all assignments are due by class time on the due date assigned. Late assignments, i.e., those not gotten to me on the day due, will be reduced one half of a letter grade for each class session they are late. Please plan your work accordingly. If you anticipate that extenuating circumstances will result in a late or missing assignment, please communicate with me as soon as you become aware of this. Often we can make other arrangements that can protect your grade and accommodate your circumstances.

## **CLASS ENGAGEMENT THROUGH ATTENDANCE, READING, AND PARTICIPATION**

I ask that you be fully present and ready to engage! I value you and what you have to offer the class. Your thoughts, reflections, insights, and connections are what will make this class meaningful and inspiring to all of us. Preparing to work with young people is an important task. I believe that in order to be fully prepared, you must be willing to be open to new ideas, to learn from a variety of people and resources, to absorb information and make meaning from it, to consider many different perspectives, to think creatively outside of the box, and to form your own opinions and share them with others. As you engage in this way, your classmates will benefit from your perspective. Hearing from others will challenge each of us to think more critically and more deeply connect with the material.

Context is essential when hoping for optimal outcomes. Our classroom environment needs to be one in which you are able to fully engage and grow as a learner, a professional, and an individual. Be mindful of how you share the space, of the needs of others in the room, and of how you respect the work that people are doing to make this a great learning experience.

If you must miss class, do your best to communicate (to instructors, group members, etc.) about your absence. The nature of the class will be such that missing a session or two will affect your learning significantly and could result in your grade being lowered.

## **GRADING SCALE**

|             |            |            |                  |
|-------------|------------|------------|------------------|
| A+ = 99-100 | B+ = 88-90 | C+ = 78-80 | D = 65-70        |
| A = 95-98   | B = 85-87  | C = 75-77  | E = Less than 65 |
| A- = 91-94  | B- = 81-84 | C- = 71-74 |                  |

## **CLASS REQUIREMENTS**

Your final grade will be comprised of the following:

1. Attendance: 15% of course grade
  - Show up!

2. Participation: 15% of course grade
  - Engage with the readings (share your thoughts and reactions; make connections)
  - Engage with the classroom activities
  - Be present (listening, sharing, experiencing, taking notes relevant to the class)
3. Written and Online Assignments: 70% of course grade
  - There will be four assignments to be completed throughout the course of this class. They are described in the following section.

## **ASSIGNMENTS**

### **Assignment 1- Book Review (Due Sessions 3 and 4)**

Social workers draw inspiration from a wide range of sources, some of them unlikely and not necessarily geared toward social work. Interventions in the school setting address needs that are diverse, and the most successful school social workers will be able to apply knowledge, information, and insight that they gain from a variety of sources in order to design creative and customized interventions that meet specific needs.

This assignment asks you to read a book that was not originally intended for school social workers, and to pull from it ideas, inspiration, or a foundation upon which to build school-based interventions or work with young people. You are encouraged to choose a book from the list provided, however, if you feel strongly about reading a book that is not on the list, please see the instructor for approval.

Some of the books listed are more directly applicable to the school setting, whereas others might offer insight into adolescence, child development, or human nature. There are insights to be gained from all of them. The challenge is for you to think critically about what you are reading, and to reflect upon how you might apply what you've read and use it to inform your interventions in the school setting.

This is not intended to be a lengthy analysis. Papers should be roughly 3 pages in length, and should include the following:

1. A brief summary of the book that provides a basic understanding of what the book is about, the author's main points or arguments, and the book's general conclusion or recommendations.
2. Your opinion of the book. For example, was it informative? Repetitive? Compelling? Did it offer new insights or information? Was it engrossing and comprehensive, or was it difficult to read?
3. As a social worker, what do you pull from the book as being the most important take-aways?
4. How could you use what you pulled from this book to inform your practice with young people or in schools? (This could include how you might work with parents, teachers or administrators. For example, would anything that you read impact the types of recommendations that you might make to administrators in various situations? Would the reading inform how you might support parents who are struggling with their child's challenging behavior?)

In addition to your written work, you will be expected to offer a short presentation to the class that summarizes your book and how it might inform your work with young people or other members of the school community. Presentations should run between 5 and 10 minutes and are intended to provide your classmates with a snapshot of what they might gain from reading your book. Students will sign up for one

of two presentation dates by the second class. Presentations will occur during the third and fourth class sessions.

### **Assignment 2- Online SOS Training and CBITS training (Due Session 7)**

- I. The **SOS Signs of Suicide Training** is offered as an online module that is expected to take approximately 90 minutes to complete. The purpose of this training module is to help you:
- Understand the prevalence of depression and suicide in youth
  - Recognize and respond to the risk factors and warning signs for suicide
  - Identify protective factors for youth
  - Learn the steps involved in rolling out an evidence-based suicide prevention program in the schools

You can register online and complete this training at: <https://mentalhealthscreening.org/Gatekeeper>

Please submit your certificate of completion by Session 7.

- II. The **Cognitive Behavioral Intervention for Trauma in Schools (CBITS) Training** is offered online, and should take approximately 5.5 hours to complete. This training helps to prepare clinicians to implement an evidence-based intervention designed to reduce the symptoms of PTSD, depression, and problematic behavior in school while increasing student functioning, school performance, peer and parent support, and helping students to build coping skills.

You can register and complete the CBITS training online at: <https://cbitsprogram.org/>

Please submit your certificate of completion by Session 7.

### **Assignment 3- Functional Behavior Assessment and Behavior Intervention Plan (Due Session 9)**

Behind every effective intervention is a thorough assessment. In the schools, social workers conduct Functional Behavior Assessments (FBAs) to better understand problematic behaviors, in order to design Behavior Intervention Plans (BIPs) that are most likely to be effective.

This assignment asks you to select a young person with whom you are currently working (preferably) or with whom you have worked in the past (if you are not currently working with youth), and write a FBA and a BIP for a problematic behavior that the young person is displaying. (*If you are not currently working with a young person, please see the instructor to talk about how best to adapt this assignment.*) The FBA should provide adequate information to result in a thorough analysis and understanding of the function of the given behavior—that is, what the young person gains or avoids as a result of engaging in the behavior. Your BIP will build upon the hypothesis created by your FBA, and will outline an intervention plan that aims to reduce the problematic behavior by targeting its function and providing opportunities for the young person to use appropriate replacement behaviors to get his or her needs met.

#### **I. FBA:**

Your FBA should include the following:

- i. A clear and observable description of the target behavior. (“Disrespect” is vague; “curses at teachers” is clear and observable.) If the young person presents with more than one problematic behavior, choose only one to focus on.
- ii. Information gathered from:



- At least two direct observations of the subject (the young person should be observed in two different settings, and at two different times of the day.) *Observation templates will be provided.*
  - An interview with the subject. You are responsible for creating your own interview questions that you feel will be the most helpful to you and appropriate for your subject.
  - An interview with an adult who is present for the behavior of concern (e.g. a teacher or a parent) that includes data about antecedents to the behavior (i.e. what happens just before the behavior occurs) and consequences (what happens as a result of the behavior). *Interview questions will be provided.*
- iii. If the problematic behavior occurs during the course of your observations, complete an ABC chart for each instance of the behavior. *Blank ABC chart templates will be provided.*
- iv. A comprehensive behavioral summary, based upon the information that you gathered above. This should include:
- Setting events (where and when does the behavior occur?)
  - Exceptions (where and when does it rarely or never occur?)
  - The behavior's duration, frequency, and intensity
  - Antecedents (what tends to be happening right before the behavior occurs; what "triggers" the behavior?)
  - Typical consequences/outcomes (e.g. peer attention, adult attention, removal from classroom, etc.)
  - Potential relation to skill deficits
- v. Your behavioral summary should conclude with a **hypothesis/summary statement** describing the perceived function of the given behavior. When \_\_\_\_\_ the young person \_\_\_\_\_ in order to \_\_\_\_\_. (For example, "When confronted with challenging work in math class, John instigates conflicts with his peer by calling them names in order to escape the difficult academic task.")
- vi. Recommendations for the behavior intervention plan. This should not include a detailed plan, but rather the elements that you believe will make a behavior intervention plan effective based on your understanding of the student's behavior.

## II. **BIP**

Your Behavior Intervention Plan should include the following:

- i. A clear and observable description of the problematic behavior (can be taken directly from your FBA).
- ii. A summary of the findings of your FBA that includes your hypothesis/summary statement (can be taken directly from your FBA) and any other important information that you feel is necessary to understand the young person's behavior.
- iii. The desired replacement behavior for the behavior of concern.
- iv. A detailed description of the interventions that you recommend be put in place in order to reduce the problematic behavior and increase the desired replacement behavior.

### **Assignment 4- Intervention Research and Design (Due Session 12)**

This assignment requires you to select an issue of interest to you that impacts young people in the school setting, explore the relevant literature/research, and ultimately design an intervention based on your reading that you feel would be effective in targeting your issue within the schools.

Examples of issues include: Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder, depression, anxiety, Oppositional Defiant Disorder (ODD), bullying, racial disproportionality in school discipline, LGBTQ students, self-injury (e.g. self-mutilation, cutting), suicidality, school violence,

school shootings, and truancy. You are not limited, however, to these choices; please feel free to choose any issue of interest to you, and run it by the instructor for approval if it does not appear in the list above.

This assignment has two major components. The first involves conducting a literature review in order to explore the research and recommendations for school-based interventions that would target your chosen issue.

The second component involves designing an intervention based upon the relevant literature that a school social worker could implement in the schools in order to address your issue.

The expectations for each component are detailed below.

## **I. Literature Review**

Your literature review should include 4-6 resources, and should focus on relevant research that informs school-based interventions targeting your issue. If you choose depression, for example, you would be looking for resources that provide information on school-based interventions for students with depression. This part of your paper should highlight the findings and recommendations from various sources, and should conclude with a consensus for how best to intervene in schools to target your chosen issue. (Note: this consensus does not need to outline a complete intervention, but should describe the components that are believed to be necessary in order for an intervention to be effective.)

This part of your paper does not need to exceed 3 pages in length, and should be sure to include the following:

- a. A description of your chosen issue, its prevalence, and why it requires intervention in the school setting.
- b. A review of the school-based interventions that have been or are currently being implemented to target your issue in schools, and their effectiveness.
- c. Based on the literature, a consensus for the most appropriate and most effective approach to school-based interventions targeting your issue. In other words, how should school social workers intervene in order to be most effective in targeting the issue that you are exploring?

## **II. Design an Intervention**

Based on your review of the relevant literature, design an intervention that will target your chosen area of interest. Your intervention can be small in scale (i.e. a single activity) or large (a semester-long group), and you may choose a target audience that could be an individual student, a small group, a classroom, a whole school, or specific members of a school community such as teachers, parents, or administrators. The expectation is that whatever type of intervention you choose to create should be somehow supported by the research and recommendations from the literature that you reviewed.

This part of your paper does not need to exceed 3 pages in length, and should include the following:

- a. The goals of your intervention. (What changes would you like to see as a result?)
- b. A clear outline of your intervention that includes:

- i. The target recipients for your intervention (individual students or a group; if a group, what size; the age range of participants; other relevant demographic information)
  - ii. The intended setting for your intervention (classroom, counseling setting, grade-level meetings, etc...)
  - iii. A detailed description of your intervention. Be clear and specific!
  - iv. A consideration of the diversity factors that could impact the effectiveness of your intervention. (For example, would a student's reading level impact their ability to benefit from your intervention? If so, how could you modify your intervention to make it more accessible to these students?)
- c. The manner in which you will assess the effectiveness of your intervention.

## SESSION OUTLINE

9/15/15    Session 1

### Welcome!

- Expectations
- Introductions
- Assessing Point A

9/22/15    Session 2

### School Social Worker History, Role, and Foundational Concepts

- Host setting vs. clinical setting
- Diagnosis vs. disability
- Direct interventions vs. consultation
- School-based/special education goals vs. clinical goals
- FBAs and BIPs
- IEPs and 504s
- IDEA
- Emotional Disturbance and Social Maladjustment
- RtI
- Evidenced-based treatment
- Types of interventions: behavioral, cognitive-behavioral, social skills training, solution-focused, other
- Risk vs. protective factors
- History and role of school social workers

#### Due:

\* Kelly, M.S. (2013). Chapter 1: Implementing Evidence-Based Practices within a Response to Intervention Framework. *The School Services Sourcebook. (Second Edition)*. New York: Oxford University Press.

\*Listen to This American Life: Harper High

\*Avant, D. W. (2014). The Role of School Social Workers in Implementation of Response to Intervention. *School Social Work Journal*, 38 (2), 11-31. (Library)

\*Lee, W.C. (2010). The Many Facets in the Role of a School Social Worker. In Bye, L., & Alvarez, M. (Eds.), *School Social Work: Theory to Practice* (pp. 51-64). Virginia: Thomas Brooks/Cole.

\*Merrell, K.W. & Walker, H.M. (2004). Deconstructing a Definition: Social Maladjustment Versus Emotional Disturbance and Moving the EBD Field Forward. *Psychology in the Schools*, 41 (8), 899-910. doi: 10.1002/pits.20046.

\*Sullivan, A.L., & Sadeh, S.S. (2014). Differentiating Social Maladjustment from Emotional Disturbance: An Analysis of Case Law. *School Psychology Review*, 43 (4), 450-471.

Allen-Meares, P., Montgomery, K.L., & Kim, J.S. (2013). School-Based Social Work Interventions: A Cross-National Systemic Review. *Social Work*, 58

(3), 253-262.

Lindsey, B., Smith, K., Cox, T., James, M., Alvarez, M., & Kunkel, R. (2014). School Social Work National Standards for Social Emotional Learning. School Social Work Association of America.

School Social Work Association of America (2013). National Evaluation Framework for School Social Work Practice. Retrieved from <http://www.sswaa.org>.

Frey, A.J., Alvarez, M.E., Dupper, D.R., Sabatino, C.A., Lindsey, B.C., Raines, J.C., Streeck, F., McInerney, A., & Norris, M.A. (2013). School Social Work Practice Model. School Social Work Association of America. Retrieved from <http://sswaa.org/displaycommon.cfm?an=1&subarticlenbr=459>

**9/29/15    Session 3    Whole Building/School-Wide Interventions (Tier 1)**

- Discipline policies
- Zero Tolerance
- Restorative Justice
- PBIS
- Peer mediation
- Collaborative and Proactive Solutions
- Responsive Classroom
- Book Review Presentations (Group 1)

**Due:**

Assignment 1- Book Reviews (Group 1)

\* Gerlach, B. & Hopson, L.M (2013). Chapter 2: Effective Methods for Improving School Climate. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

\*Mullet, J.H. (2014). Restorative Discipline: From Getting Even to Getting Well. *Children & Schools*, 36 (3), 157-162.

\*Thapa, A., Cohen, J., Guffey, S., & Higgens-D'Alessandro, A. (2013). A Review of School Climate Research. *Review of Educational Research*, 83, 357-385. doi:10.3102/0034654313483907.

\*Advocacy and Communication Solutions, LLC (2015). Better Than Zero: How alternative discipline is replacing zero tolerance to break the school-to-prison pipeline. Retrieved from <http://www.advocacyandcommunication.org>.

Woody, D.J. (2013). Chapter 36: Effective Peer Conflict Resolution. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

Thompson, A.M. (2013). Chapter 37: Improving Classroom Conflict Management through Positive Behavior Interventions and Supports. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

Robichaux, N.M., & Gresham, F.M. (2014). Differential Effects of the Mystery

Motivator Intervention Using Student-Selected and Mystery Rewards. *School Psychology Review*, 43 (3), 286-298. (Library)

Wood, C., & Freeman-Loftis, B. (2011). Proactive Supports for Students with Challenging Behaviors: Ten practices that can help. In *Responsive School Discipline* (pp. 71-95). Massachusetts: Center for Responsive Schools, Inc. (Download from: <https://www.responsiveclassroom.org/product/responsive-school-discipline>)

**10/6/15 Session 4**

**Small Group Interventions (Tier 2)**

- Social skills groups (anger management, conflict resolution, time management, organization)
- Special topics (grief, divorce, healthy relationships)
- Targeted in-class interventions
- Adventure Therapy and Group Challenges
- Book Review Presentations (Group 2)

**Due:**

Assignment 1- Book Reviews (Group 2)

\*Raines, J.C. (2013). Chapter 17: Improving the Self-Esteem and Social Skills of Students with Learning Disabilities. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

\*Garvin, C.D. (2013). Chapter 45: Designing and Facilitating Support Groups and Therapy Groups with Adolescents: Importance of the Topic for Schools. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

\*Tucker, A.R. (2009). Adventure-Based Group Therapy to Promote Social Skills in Adolescents. *Social Work With Groups*, 32 (4), 315-329. doi: 10.1080/01609510902874594

\*Weller, B.E., Huang, J., & Cherubin, S. (2015). Applying Evidence-Based Practice in Group Work at an Alternative High School. *Social Work with Groups*, 38 (2), 122-135. doi:10.1080/01609513.2014.965871.

LeCroy, C.W. (2013). Chapter 46: Designing and Facilitating Groups with Children. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

Alvarez, M. Suggested Structure for an Adventure Group.

Escambia County School District. Tier 2 Intervention Toolbox. Retrieved from: <http://www.escambia.k12.fl.us/pbis/rtib/>

**10/13/15 Session 5**

**Clinical/Individualized Interventions (Tier 3)**

- Depression
- Anxiety
- Oppositional-Defiant Disorder
- ADHD
- Students with social work services included in IEPs

\* Linseisen, T.(2013). Chapter 7: Effective Interventions for Youth with Oppositional Defiant Disorder. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

\*Corcoran, J., & Hanvey-Phillips, J. (2013). Chapter 10: Effective Interventions for Adolescents with Depression. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

\*Ballan, M.S., Powledge, L.Z., & Hoban, K.F. (2013). Chapter 15: Effective Interventions for Students with Autism and Asperger’s Syndrome. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

\*Franklin, C., Kim, J.S. & Tripodi, S.J. (2013). Chapter 31: Solution-Focused, Brief Therapy Interventions for Students at Risk to Drop Out. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

\*Killu, K., & Crundwell, R.M. (2008). Understanding and Developing Academic and Behavioral Interventions for Students With Bipolar Disorder. *Interventions in School and Clinic*, 43 (4), 244-251.

\*Fabiano, G.A. (2014). Interventions for High School Students with Attention-Deficit/Hyperactivity Disorder: Considerations for Future Directions. *School Psychology Review*, 43 (2), 203-209. (Library)

Springer, D.W., Lynch, C.J., & Montgomery, K.L. (2013). Chapter 6: Effective Interventions for Students with Conduct Disorder. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

Comer, J.S., Tomb, M., & Hunter-Romanelli, L. (2013). Chapter 9: Effective Interventions for Students with Obsessive-Compulsive Disorder *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

Selekman, M.D. (2013). Chapter 11: Collaborative Strengths-Based Brief Therapy with Self-Harming Students. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

Ahlman, C. (2013). Chapter 12: Positive Behavior Supports for Children with Major Mental Illness: Working with Teachers and Parents. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

Teasley, M. (2013). Chapter 14: Effective Interventions for Students with ADHD. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

Evans, S.W., Schultz, B.K., & DeMars, C.E. (2014). High-School Based Treatment for Adolescents with Attention-Deficit/Hyperactivity Disorder: Results From a Pilot Study Examining Outcomes and Doseage. *School Psychology Review*, 43 (2), 185-202. (Library)

DeUrquiza, E.F. (2014). Mindfulness, Body Scan, Narrative, and Mentalization in the New York City Schools. *Children & Schools*, 36 (2), 125-127. doi: 0.1093/cs/cdu003.

10/20/15 **October Break**

10/27/15 **Session 6 Functional Behavior Assessments and Behavior Intervention Plans**

- Purpose and intention behind FBAs and BIPs
- What is an FBA, and what is a BIP?
- How to write an FBA and a BIP
- Case examples and studies for small group work

\* Filter, K.J., Alvarez, M.E., & Zammitt, K.A. (2013). Chapter 3: Functional Behavioral Assessment in a Three-Tiered Prevention Model. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

\*O'Reilly, M. et. al. (2013). Chapter 16: Working with Students with Intellectual Disabilities Who Exhibit Severe Challenging Behavior. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

11/3/15 **Session 7**

**Crisis Interventions**

- Suicidal ideation/threats
- Homicidal ideation/threats
- Responding to crisis in the community
- Acute trauma
- Child Abuse/Neglect
- CBITS
- SOS Training

**Due:**

Assignment 2- Online CBITS Training and Online SOS Training

\*Roberts, A.R., Knox, K.S., & Tesh, M. (2013). Chapter 41: School-Based, Adolescent Suicidality: Lethality Assessments and Crisis Intervention Protocols. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

\*VanBergeijk, E.O. (2013). Chapter 24: Identifying Child Abuse or Neglect Strategies in a School Setting. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

\*National Child Traumatic Stress Network Schools Committee (2008). Child Trauma Toolkit for Educators. Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress.

Shtayermman, O. (2013). Chapter 19: Suicide and Suicidal Ideation among Individuals Diagnosed with an Autism Spectrum Disorder. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

Faller, K.C. (2013). Chapter 25: Helping Students Who Have Been Physically or Sexually Abused: Strategies and Interventions. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.



Knox, K.S., Powell, T., & Roberts, A.R. (2013). Chapter 42: Developing School-Wide and District-Wide Crisis Prevention/Intervention Protocols for Natural Disasters. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

Jimerson, S.R., Brock, S.E., & Brown, J.A. (2013). Chapter 43: Immediate School-Based Intervention Following Violent Crises. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

Goldman, L. (2013). Chapter 44: Best Practice Grief Work with Students in the Schools. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

US Department of Education (2008). Psychological First Aid (PFA) for Students and Teachers: Listen, Protect, Connect—Model and Teach. *Helpful Hints for School Emergency Management*, 3 (3).

Shapiro, S. (2008). Addressing Self-Injury in the School Setting. *The Journal of School Nursing*, 24 (3), 124-130.

**11/10/15 Session 8**

**Intervening Toward School Climate and Diversity**

- Bullying
- Inclusive schools
- LGBTQ

\*Marachi, R., Astor, R. A., & Benbenishty, R.(2013). Chapter 34: Evidence-Based Violence Prevention Programs and Best Implementation Practices. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

\*Clarke, J.S., Kim, I., & Spencer, M.S. (2013). Chapter 59: Engaging with Culturally and Racially Diverse Families. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

\*Bradshaw, C.P. (2015). Translating Research to Practice in Bullying Prevention. *American Psychologist*, 70 (4), 322-332. (Library)

\*Nader, K. (2012). Violence Prevention and School Climate Reform. *School Climate Brief*, No. 5.

Lamros, K.T. & Barrio, C. (2013). Chapter 58: Mental Health Interventions with Latino Students in Multicultural School Environments: A Framework for Assessing Biases and Developing Cultural Competence. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

Freeman, E.M. (2013). Chapter 62: Working Collaboratively with African American Students, Their Families, Cultural Networks, and School Environments. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

Elze, D.E. (2013). Chapter Working with Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning Students. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

Cornell, D. & Limber, S.P. (2015). Law and Policy on the Concept of Bullying at School. *American Psychologist, 70* (4), 333-323. (Library)

Horton, K.B. (2014). Relational Aggression From a School Social Work Perspective: A Social Information Processing Counseling Activity. *School Social Work Journal, 38* (2), 49-60. (Library)

National School Climate Council (2012). The School Climate Improvement Process: Essential Elements. *School Climate Brief*, No. 4.

Orr, A. & Baum, J. (2015). Schools In Transition: A Guide for Supporting Transgender Students in K-12 Schools. Retrieved from <https://www.genderspectrum.org/>

Rodkin, P.C., Espelage, D.L., & Hanish, L.D. (2015). A Relational Framework for Understanding Bullying: Developmental Antecedents and Outcomes. *American Psychologist, 70* (4), 311-321. (Library)

Swearer, S.M. & Hymel, S. (2015). Understanding the Psychology of Bullying. *American Psychologist, 70* (4), 344-353. (Library)

**11/17/15 Session 9**

**Guest Speaker: Jen McCulloch, School Social Worker at Hamilton Elementary School, Wayne-Westland Schools**

- Leader in Me: incorporating student leadership and empowerment
- Mindfulness in the schools
- Working with students in poverty

**Due:**

Assignment 3- FBA and BIP

**11/24/15 Session 10**

**Ethical Issues and Dilemmas**

- Process for ethical decision-making
- Ethical dilemmas for group work and discussion

\*Raines, J. (2013). Ethical Decision-Making in School Mental Health. In Franklin, C., Harris, M.B., & Allen-Meares, P. (Eds.) *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

\*NASW Code of Ethics. Retrieve from <https://www.socialworkers.org/pubs/code/code.asp>.

\*Kopels, S. (2010). Confidentiality in the Schools. In Bye, L., & Alvarez, M. (Eds.), *School Social Work: Theory to Practice* (pp. 196-211). Virginia: Thomas Brooks/Cole.

\*Midwest School Social Work Council (2015). Supplemental Ethical Standards for School Social Work Practice. Retrieved from [www.sswaa.org](http://www.sswaa.org).

\*School Social Work Association of America (2008). School Social in a Host Setting. Retrieved from [www.sswaa.org](http://www.sswaa.org).

\*School Social Work Association of America (2008). School Social Work and the Privacy of Minors. Retrieved from [www.sswaa.org](http://www.sswaa.org).

Raines, J. (2008). School Social Work and Group Work. Retrieved from [www.sswaa.org](http://www.sswaa.org).

**12/1/15    Session 11    Preparing for Anything (proactive interventions) and Expecting the Unexpected**

- De-escalation and diffusion
- Difficult conversations
- Building protective factors amongst community members through proactive and preventative interventions
- Parental Involvement

\*Hopson, L.M. (2013). Chapter 22: Best Practices for Prevention of STDs and HIV in Schools. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

\*Wexler, J. & Pyle, N. (2013). Chapter 28: Effective Approaches to Increase Student Engagement. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

\*Bunting, H., Drew, H., Lasseigne, A., & Anderson-Butcher, D. (2013). Chapter 49: Effective Strategies for Involving Parents in Schools. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

Thompson, S.J., Ryan, T.N., & Kim, J. (2013). Chapter 53: Intervening With Students and Families Who Frequently Relocate or Are Homeless. *The School Services Sourcebook (Second Edition)*. New York: Oxford University Press.

**12/8/15    Session 12    Closure/Endings**

- Assessments, progress monitoring, and evaluating the effectiveness of an intervention
- Closure and termination

**Due:**

Assignment 4- Intervention Research and Design

\*Harrison, K. & Harrison, R. (2014). Using Direct Observational Methods to Measure Social Emotional Behaviors in School Social Work Practice. *School Social Work Journal*, 39 (1), 17-33. (Library)