



SW 629.001 Interventions in School Social Work

Fall 2016

Fridays, 9am-12pm – 1804 SSWB

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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 learnings 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 program and services offered and make modification 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.

Course Objectives:

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 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.
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. Demonstrate knowledge and skills in development of behavior intervention plans collaboratively with family members, educational staff, and outside resources, personnel, and agencies.
6. Demonstrate knowledge and skills in mediation, conflict resolution, and collaborative problem-solving models.
7. Apply principles of social justice to school based practice.
8. Demonstrate knowledge of factors that promote positive school climate and culture of belonging among students, families, and school personnel.
9. Practice skills that enhance youth voice, engagement, and leadership.
10. Demonstrate knowledge and skills to evaluate effectiveness of programs and services and modify these based upon student need.
11. Demonstrate ability to communicate effectively with students, parents, school staff and agencies in both verbal and written communications.
12. Demonstrate knowledge of common mental health disorders of children and youth as it relates to their school adjustment.
13. Understand the elements of a good parent/school meeting, and be able to facilitate adversarial meetings in a manner that maximizes a successful outcome.
14. Develop a strategic plan for including all resources of a student's life, i.e., classroom, family, school staff, peers, and outside agencies, in enacting an intervention with a student.
15. Demonstrate knowledge of school interventions for children PreK-12 grades.
16. Understand the elements of home-based school interventions, and family involvement, as it relates to children from birth to three years of age.
17. Demonstrate knowledge of Individual Education Plans, and Individual Family Service Plans, and how to write goals/interventions as it pertains to each student/child.

Note on the Course Syllabus:

The syllabus should not be considered an immutable contract between instructor and student. Rather, it is a set of guidelines that provide a general structure that is likely to be followed very closely. However, the instructor reserves the right to amend the syllabus as needed. These changes are not likely to change any due dates or exam date, but if changes are necessary due to the timing of lectures or unforeseen circumstances, the online syllabus will be updated and an announcement will be made in lecture and over email to keep students informed. The on-line syllabus will be kept current throughout the term.

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 Design and Teaching Methods

This course will use a variety of teaching and learning methods, including lectures, PowerPoint presentations, group exercises, case material, role play videos, guest presenters, and seminar techniques. 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.

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. We will appreciate your contributions to making this a safe and respectful learning experience.

Course Readings and Resources:

All available course readings (or links to the readings) will be posted on the Canvas site for this course. Required readings are marked with an (); other readings are supplementary and optional.*

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/>
- Michigan Association of School Social Workers - <http://www.masswmi.org/>
- School Mental Health.org- <http://www.schoolmentalhealth.org/index.html5>
- 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/>
- The Sandbox Learning Company - <http://www.sandbox-learning.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
- 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/citationhelp>.

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.

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, 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. Please upload all assignments into the class Canvas site. 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

Required readings are to be completed prior to class session. 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. Excessive, extreme, or perpetual lateness will count as absences which may impact your grade. I will inform you prior to enforcing this policy. Absences for religious observances are excused, but please notify me in advance. 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.

Email Policy:

All course emails must have “Sw 629” or “Social Work 629” in the subject line. Any email that does not have that in the subject line may be marked as spam and deleted. Emails marked this way will be filtered properly. I will try to respond to email within 24 hours during the week. If you do not receive a response within 48 hours, please send a follow-up email. Emails sent on Friday evening or during the weekend will be answered on the following Monday except on weekends prior to major tests/assignments. In general, I will do my best to get back with you as soon as possible.

Cell Phones and Laptops:

During class time, laptop use is permitted for note taking, accessing power-points and other course materials only. During the past few years, our classes have struggled with the use of laptops for non-class related activities such as browsing the web, social media, emailing, etc. While teaching I have found these activities very distracting and also disrespectful to peers. On this basis, if a student is using media for non-class related activities during class time, their final course grade will be lowered by ½ grade.

In general students should not use their phones during section and phones should be silenced. Students may not text message during class. If you need to take an emergency phone call, please step outside to do so. If I see you texting during class you will lose your participation points for the day.

Miscellaneous:

Grade Disputes:

In order to contest a grade, wait at least 24 hours and then write a one-paragraph explanation of your concerns and submit it to me via email within one week of receiving your graded assignment. If I re-evaluate your grade, I will consider the entire assignment again, meaning that your grade may go up or down.

Life Happens:

Every semester life, in the form of some personal tragedy or complication, happens to someone. If this is you this semester, and you suspect that it will impact your success in class, please **tell me sooner rather than later**. I will try to take such matters into consideration insofar as doing so is both reasonable for the situation and fair to your fellow students. What you tell me will remain private. I want everyone to do well and want to be able to help you through a difficult time, however if I am unaware of a situation I cannot take it into account when evaluating your class performance.

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 (15 points)
 - Show up!
2. Participation: 15% of course grade (15 points)
 - 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. Assignments: 70% of course grade (70 points)
 - There will be four assignments to be completed throughout the course of this class. They are described in the following section.

Assignments: All assignments must be submitted to canvas by 11:59pm on due date

Assignment #1- Functional Behavior Assessment and Behavior Intervention Plan (October 14th) -20 points

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 #2 IFSP/IEP goal writing practice: (Due October 28th) - 10 points

-You will read vignettes of a few students who are having some difficulties. Based on the information provided, complete each IFSP or IEP goal page, with ideas of goals/objectives/strategies that could be helpful to support each student.

Assignment #3- Online SOS Training and CBITS training (Due November 11th) - 15 points

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 November 11th.

II. The **Cognitive Behavioral Intervention for Trauma in Schools (CBITS) Training** is offered online, and is expected to take 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 November 11th.

Assignment #4: Tool Box (Due December 2nd or 9th) 25 points– *Dates of Presentations will be determined in class. *Presentation and paper must be uploaded before class on date of presentation*

The purpose of this final project is to develop 4 practice tools based on the topics and concepts you learned about in this course. My intent is that you use this assignment to gain and demonstrate a skill set for current and future practice. During our last two classes, students will present one or two tools from their tool box to enhance shared learning and portability.

Details of the assignment:

1. Select 4 tools that you can use in your current and future practice serving children, youth, and families in a school based setting.
2. For each tool, provide a two page summary of the purpose, evidence basis, implications, goals, intended outcomes, relevant populations, and possible strengths and weaknesses of the intended tool.
3. For each tool, develop a sample lesson plan, including sample activities, were you describe the intervention's implementation.
4. For each tool, develop an artifact to demonstrate the purpose, use, and implementation of the tool. This could be a brief power point presentation, video, Prezi, document, etc.
5. Choose one or two tools that you would like to present to the class.

Course Outline:

Session #1 September 9th

- **Welcome!**
 - Introductions
 - Course objectives, content, and expectations of class
 - “A Day in the Life of a School Social Worker.”

Session #2 September 16th

- **School Social Worker History, Principles, Values, and Roles of School Social workers; and Response to Intervention introduction (RTI)**
- **Due:** Required readings uploaded in Canvas

Session #3 September 23rd

- **RTI/Positive Behavior Support Systems (PBIS)**
- **Possible Guest Speaker**
- **Due:** Required readings uploaded in Canvas

Session #4 September 30th

- **Functional Behavior Assessments and Behavior Intervention Planning**
- **Possible Guest Speaker**
- **Due:** Required readings uploaded in Canvas

Session #5 October 7th

- **Autism Interventions**
- **Due:** Required readings uploaded in Canvas

Session #6 October 14st

- **Emotional Impairment Interventions**
- **Due:** Required readings uploaded in Canvas
- **Due: Assignment #1: Functional Behavior Assessment and Behavior Intervention Plan assignment**

Session #7 October 21st

- **IFSP/IEP/504 Overview and Practice**
- **Possible Guest Speaker**
- **Due:** Required readings uploaded in Canvas

Session #8 October 28th

- **Trauma Informed Practice/Crisis Interventions**
- **Due:** Required readings uploaded in Canvas
- **Due: Assignment #2: IFSP/IEP goal writing practice**

Session #9 November 4th

- **Social Justice, Positive School Climate and Culture**
- **Due:** Required readings uploaded in Canvas

Session #10 November 11th

- **Conflict, Mediation, and Collaborative Problem Solving Models**
- **Due:** Required readings uploaded in Canvas
- **Due: Assignment #3: Online SOS Training and CBITS training**

Session #11 November 18th

- **Ethical Issues and Dilemmas/Wrap Up**

- **Due:** Required reading uploaded in Canvas

NO CLASS NOVEMBER 25th – THANKSGIVING RECESS

Session #12 December 2nd

- Students Present Toolkits
-**Due: Toolkits**

Session #13 December 9th – Last class

- Students Present Toolkits/wrap up
-**Due: Toolkits**