



Course title:	Interventions in School Social Work
Course #/term:	SW 629 001, Spring/Summer, 2019
Time and place:	Monday, 6:00-10:00pm, Location TBD
Credit hours:	3
Prerequisites:	SW 521 or permission of instructor
Instructor:	Emily Fitzgerald
Pronouns:	She/her/hers
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Office:	3733
Office hours:	By appointment

1. COURSE STATEMENT

a. 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.

b. COURSE CONTENT

Content in this course includes practice methodologies that promote student academic success while taking 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 presented and 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.

c. COURSE OBJECTIVES AND COMPETENCIES

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.

d. COURSE DESIGN

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 a 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 perspective 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.

e. 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. This course will also explore issues related to disproportionality in discipline, placements, school climate, school policies and practices.
- *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.

f. RELATIONSHIP 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 Americans 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.

g. INTENSIVE FOCUS ON 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 as they develop 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.

2. CLASS REQUIREMENTS

a. TEXT AND CLASS MATERIALS

It is recommended (but not required) that you purchase the following text, as several 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. However, this book is also available online as an electronic resource at the University’s library, and you are able to read its content online or download its chapters as PDF documents.

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). When readings are accessible via websites, they will be designated as “Online” in the syllabus, and the web address will be included. 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.

To fully engage in this course and become a competent and skilled social work practitioner, it is expected that students will complete all required readings and come to class prepared to discuss what they have read.

b. CLASS SCHEDULE

Date/Time	Agenda	Required Readings and Assignments
Session 1 5/13/19	Welcome! School Social Work History, Role, and Foundational Concepts <ul style="list-style-type: none"> • Expectations • Introductions • Assessing Point A • History and role of school 	*Choose one of the following 2 readings: a) Merrell, K.W. & Walker, H.M. (2004). Deconstructing a Definition: Social Maladjustment Versus Emotional Disturbance and Moving the EBD Field Forward. <i>Psychology in the Schools</i> , 41 (8), 899-910.

	<p>social workers</p> <ul style="list-style-type: none"> • 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 • Risk vs. protective factors 	<p>b) Sullivan, A.L., & Sadeh, S.S. (2014). Differentiating Social Maladjustment from Emotional Disturbance: An Analysis of Case Law. <i>School Psychology Review</i>, 43 (4), 450-471.</p> <p><u>Supplemental</u></p> <p>Kelly, M.S. (2013). Chapter 1: Implementing Evidence-Based Practices within a Response to Intervention Framework. <i>The School Services Sourcebook. (Second Edition)</i>. New York: Oxford University Press.</p> <p>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.</p> <p>School Social Work Association of America (2013). National Evaluation Framework for School Social Work Practice. Retrieved from http://www.sswaa.org.</p> <p>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</p>
<p>Session 2 5/20/19</p>	<p>Whole Building/School-Wide Interventions (Tier 1) and Preview of Small Group Interventions (Tier 2)</p> <ul style="list-style-type: none"> • Discipline policies • Zero Tolerance • Restorative Justice • PBIS • Peer mediation • Collaborative Problem Solving • Responsive Classroom • Social skills groups (anger management, conflict resolution, time 	<p>*Listen to This American Life: Harper High Podcast</p> <p>*Mullet, J.H. (2014). Restorative Discipline: From Getting Even to Getting Well. <i>Children & Schools</i>, 36 (3), 157-162.</p> <p>*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.</p> <p>*Elias, M. (2013). The School to Prison Pipeline. <i>Teaching Tolerance</i>, 43. Retrieved from:</p>

	<p>management, organization)</p> <ul style="list-style-type: none"> • Special topics (grief, divorce, healthy relationships) • Targeted in-class interventions 	<p>https://www.tolerance.org/magazine/spring-2013/the-schooltoprison-pipeline (Online)</p> <p>*Kirk, M. (2017). When Teachers Punish Black Kids More Severely Than White Kids. Retrieved from https://www.citylab.com/solutions/2017/12/w hen-teachers-punish-black-kids-more-severely-than-white-kids/547982/ (Online)</p> <p>*Milner, H. R., Cunningham, H. B., Delale-O'Connor, L., & Kestenberg, E.G. (2019). Chapter 4: Classroom Management is About Creating a Caring Environment. <i>These Kids Are Out of Control</i>. California: Corwin</p> <p><u>Supplemental</u></p> <p>Gerlach, B. & Hopson, L.M (2013). Chapter 2: Effective Methods for Improving School Climate. <i>The School Services Sourcebook (Second Edition)</i>. New York: Oxford University Press.</p> <p>Thompson, A.M. (2013). Chapter 37: Improving Classroom Conflict Management through Positive Behavior Interventions and Supports. <i>The School Services Sourcebook (Second Edition)</i>. New York: Oxford University Press.</p> <p>Milner, H. R., Cunningham, H. B., Delale-O'Connor, L., & Kestenberg, E.G. (2019). Chapter 1: Understanding the Landscape of Classroom Management. <i>These Kids Are Out of Control</i>. California: Corwin.</p> <p>Wood, C., & Freeman-Loftis, B. (2011). Proactive Supports for Students with Challenging Behaviors: Ten practices that can help. In <i>Responsive School Discipline</i> (pp. 71-95). Massachusetts: Center for Responsive Schools, Inc. (Download from: https://www.responsiveclassroom.org/sites/default/files/RSDch6.pdf) (Online)</p>
<p>Week 3 5/27/19</p>	<p>NO CLASS- MEMORIAL DAY</p>	

<p>Session 3 6/1/19 SATURDAY 9am-4pm Lillie Park</p>	<p>ADVENTURE IN THE PARK! Group/Targeted Interventions (Tier 2)</p> <ul style="list-style-type: none"> • Small group activities • Adventure and experiential approach 	<p>*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.</p> <p>*Tucker, A.R. (2009). Adventure-Based Group Therapy to Promote Social Skills in Adolescents. <i>Social Work With Groups</i>, 32 (4), 315-329. doi: 10.1080/01609510902874594</p> <p>*Walker, G. (2005). Who will be the naughty one now?: Using observational skills in work with primary aged children in a small school-based group. <i>Infant Observation</i>, 8 (1), 19-31. doi: 10.1080/13698030500061822</p> <p><u>Supplemental</u></p> <p>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.</p> <p>LeCroy, C.W. (2013). Chapter 46: Designing and Facilitating Groups with Children. The School Services Sourcebook (Second Edition). New York: Oxford University Press.</p> <p>Alvarez, M. Suggested Structure for an Adventure Group.</p> <p>Escambia County School District. Tier 2 Intervention Toolbox. Retrieved from: http://ecsd-fl.schoolloop.com/file/1346930923545/1341557484889/2757795650196178908.pdf (Online)</p>
<p>Session 4 6/3/19</p>	<p>Book Review Presentations</p> <ul style="list-style-type: none"> • Students present and discuss their book reviews 	<p>Due: Assignment 1- Book Review</p>
<p>Session 5 6/10/19</p>	<p>Functional Behavior Assessments and Behavior Intervention Plans</p> <ul style="list-style-type: none"> • Purpose and intention behind 	<p>* Filter, K.J., Alvarez, M.E., & Zammitt, K.A. (2013). Chapter 3: Functional Behavioral Assessment in a Three-Tiered Prevention</p>

	<p>FBA and BIPs</p> <ul style="list-style-type: none"> • How to write an FBA and a BIP • Case examples and studies for small group work 	<p>Model. The School Services Sourcebook (Second Edition). New York: Oxford University Press.</p> <p>*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.</p> <p>*Choose one of the following three options and come to class prepared to discuss:</p> <ol style="list-style-type: none"> a. Salend, S.J. & Taylor, L. S. (2002). Cultural Perspectives: Missing Pieces in the Functional Assessment Process. <i>Intervention in School and Clinic</i>, 38 (2), 104-112. b. Losinski, M.L., Katsiyannis, A., & Ryan, J.B. (2013). Recent Case Law Regarding Functional Behavioral Assessments: Implications for Practice. <i>Intervention in School and Clinic</i>, 49 (4), 251-254. c. Garrick Duhaney, L.M. (2003). Practical Approaches to Managing the Behaviors of Students with ADD. <i>Intervention in School and Clinic</i>, 38 (5), 267-279.
<p>Session 6 6/17/19</p>	<p>Clinical/Individualized Interventions (Tier 3)</p> <ul style="list-style-type: none"> • School-based individual counseling • Depression • Anxiety • Oppositional-Defiant Disorder • ADHD • Students with social work services included in IEPs • Social-emotional IEP goals 	<p>*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.</p> <p>* Linseisen, T.(2013). Chapter 7: Effective Interventions for Youth with Oppositional Defiant Disorder. The School Services Sourcebook (Second Edition). New York: Oxford University Press.</p> <p>*Fabiano, G.A. (2014). Interventions for High School Students with Attention-Deficit/Hyperactivity Disorder: Considerations for Future Directions. <i>School Psychology Review</i>, 43 (2), 203-209. (Library)</p>

		<p><u>Supplemental</u></p> <p>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.</p> <p>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.</p> <p>Teasley, M. (2013). Chapter 14: Effective Interventions for Students with ADHD. The School Services Sourcebook (Second Edition). New York: Oxford University Press.</p> <p>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.</p>
<p>Session 7 6/24/19</p>	<p>Intervening Toward School Climate and Diversity</p> <ul style="list-style-type: none"> • Bullying • Inclusive schools • LGBTQ • School Climate 	<p>Due: Assignment 2- FBA and BIP</p> <p>*Bradshaw, C.P. (2015). Translating Research to Practice in Bullying Prevention. American Psychologist, 70 (4), 322-332. (Library)</p> <p>*Minero, E. (2018). Schools Struggle to Support LGBTQ Students. Edutopia. Retrieved from: https://www.edutopia.org/article/schools-struggle-support-lgbtq-students (Online)</p> <p>*Choose one of the following:</p> <ol style="list-style-type: none"> a. Orr, A. & Baum, J. (2015). Schools In Transition: A Guide for Supporting Transgender Students in K-12 Schools. Retrieved from https://www.genderspectrum.org/ (This is long- skim through for key take-aways.) b. Payne, E. & Smith, M. (2014). The Big Freak Out: Educator Fear in Response to the Presence of Transgender Elementary

		<p>School Students, <i>Journal of Homosexuality</i>, 61(3), 399-418.</p> <p>*Peruse the school resources on the Welcoming Schools website for Ending Bias-Based Bullying: (http://www.welcomingschools.org/resources/school-tips/bullying-what/) and Developing LGBTQ Inclusive Schools (http://www.welcomingschools.org/resources/school-tips/lgbtq-inclusive-schools-what/). (Online).</p> <p><u>Supplemental</u></p> <p>Clarke, J.S., Kim, I., & Spencer, M.S. (2013). Chapter 59: Engaging with Culturally and Racially Diverse Families. <i>The School Services Sourcebook (Second Edition)</i>. New York: Oxford University Press.</p> <p>Elze, D.E. (2013). Chapter Working with Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning Students. <i>The School Services Sourcebook (Second Edition)</i>. New York: Oxford University Press.</p> <p>Freeman, E.M. (2013). Chapter 62: Working Collaboratively with African American Students, Their Families, Cultural Networks, and School Environments. <i>The School Services Sourcebook (Second Edition)</i>. New York: Oxford University Press.</p> <p>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. <i>The School Services Sourcebook (Second Edition)</i>. New York: Oxford University Press.</p> <p>Marachi, R., Astor, R. A., & Benbenishty, R.(2013). Chapter 34: Evidence-Based Violence Prevention Programs and Best Implementation Practices. <i>The School Services Sourcebook (Second Edition)</i>. New York: Oxford University Press.</p>
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<p>Session 8 7/1/19</p>	<p>Trauma and Crisis Interventions</p> <ul style="list-style-type: none"> • Trauma-informed schools • Suicidal ideation/threats • Homicidal ideation/threats • Responding to crisis in the community • Acute trauma • Child Abuse/Neglect • CBITS • SOS Training 	<p>Due: Assignment 3- Online SOS Training and Online Bounce Back Training</p> <p>*VanBergeijk, E.O. (2013). Chapter 24: Identifying Child Abuse or Neglect Strategies in a School Setting. <i>The School Services Sourcebook (Second Edition)</i>. New York: Oxford University Press.</p> <p>*Ferguson, C.J., Coulson, M. & Barnett, J. (2011). Psychological Profiles of School Shooters: Positive Directions and One Big Wrong Turn. <i>Journal of Police Crisis Negotiations</i>, 11 (2), 141-158.</p> <p>*National Child Traumatic Stress Network Schools Committee (2008). <i>Child Trauma Toolkit for Educators</i>. Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress.</p> <p><u>Supplemental</u></p> <p>Faller, K.C. (2013). Chapter 25: Helping</p>

		<p>Students Who Have Been Physically or Sexually Abused: Strategies and Interventions. The School Services Sourcebook (Second Edition). New York: Oxford University Press.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>Shapiro, S. (2008). Addressing Self-Injury in the School Setting. The Journal of School Nursing, 24 (3), 124-130.</p>
7/8/19	NO CLASS	
Session 9 7/15/19	<p>Ethical Issues and Dilemmas</p> <ul style="list-style-type: none"> • Process for ethical decision-making • Ethical dilemmas for group 	<p>*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</p>

	<p>work and discussion</p>	<p>Edition). New York: Oxford University Press.</p> <p>*NASW Code of Ethics. Retrieve from https://www.socialworkers.org/pubs/code/code.asp.</p> <p>*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.</p> <p>*Midwest School Social Work Council (2015). Supplemental Ethical Standards for School Social Work Practice. Retrieved from www.sswaa.org.</p> <p>*School Social Work Association of America (2008). School Social Work in a Host Setting. Retrieved from www.sswaa.org.</p> <p>*School Social Work Association of America (2008). School Social Work and the Privacy of Minors. Retrieved from www.sswaa.org.</p> <p><u>Supplemental</u></p> <p>Raines, J. (2008). School Social Work and Group Work. Retrieved from www.sswaa.org.</p>
<p>Session 10 7/22/19</p>	<p>Preparing for Anything, Expecting the Unexpected; Endings and Closure</p> <ul style="list-style-type: none"> • De-escalation and diffusion • Difficult conversations • Building protective factors amongst community members through proactive and preventative interventions • Parental Involvement • Review full IEP • Review full Psychoeducational Evaluation • Preparing for an interview • Assessments, progress monitoring, and evaluating the effectiveness of an 	<p>Due: Assignment 4- Intervention Research and Design</p> <p>*Wexler, J. & Pyle, N. (2013). Chapter 28: Effective Approaches to Increase Student Engagement. The School Services Sourcebook (Second Edition). New York: Oxford University Press.</p> <p>*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.</p> <p>*Harrison, K. & Harrison, R. (2014). Using Direct Observational Methods to Measure Social Emotional Behaviors in School Social Work Practice. School Social Work Journal,</p>

	<p>intervention</p> <ul style="list-style-type: none"> • Closure and termination 	<p>39 (1), 17-33. (Library)</p> <p>*Taylor, W. (2018). Tough Conversations: A Tool for Parents, Part I. Retrieved from: https://www.socialworkhelper.com/2018/04/03/tough-conversations-a-tool-for-parents-part-i/ (Online)</p> <p><u>Supplemental</u></p> <p>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.</p> <p>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.</p>
7/29/19	NO CLASS	

c. ASSIGNMENTS

A note about assignments: Each written assignment for this course has a corresponding rubric (on the canvas site) that offers guidance for how these assignments will be graded. Please take the time to consult the rubrics! If you are not pleased with your grade on an assignment, you are welcome to re-work and re-submit your work. However, if you choose to do so, please ensure that you have addressed all of the comments and feedback given on your first submission. If grammatical errors or questions about content are not addressed within the rewrite, your grade will not improve.

Assignment 1- Book Review (Due Session 4- 6/3/19)

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 students, 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- Functional Behavior Assessment and Behavior Intervention Plan (Due Session 7-6/24/19)

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 (was) 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, why the behavior is showing up and 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. Basic background information about the child (i.e. age, grade level, any identified disabilities or diagnoses, family situation (if known), any trauma)
- ii. 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.
- iii. 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.)
 - 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.*
- iv. 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.*
- v. 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.)
Relation to skill deficits
 - A brief discussion, taking into consideration the above information, exploring why the behavior may be showing up
- vi. Your behavioral summary must conclude with a **hypothesis/summary statement** describing the perceived function of the given behavior, written in the following format: 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.”)
 - The function of the behavior must be one of the following: attention, escape/avoidance, tangible, sensory, or control.
- vii. 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. (Be sure that what you designate as the replacement behavior is a **more appropriate behavior that serves the same function as the target behavior, is at least as efficient, and is within the student's ability.**)
- 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 3- Online SOS Training and Bounce Back Training (Due Session 8- 7/1/19)

- 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 8 (7/1/19).

- II. The **Bounce Back Program Training** is offered online, and should take approximately 6 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. This program is geared toward elementary students and is based on the Cognitive Behavioral Intervention for Trauma in Schools (CBITS).

You can register and complete the Bounce Back training online at:

<https://bouncebackprogram.org/>

Please submit your certificate of completion by Session 8 (7/1/19).

Assignment 4- Intervention Research and Design (Due Session 10- 7/10/19)

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, trauma, 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 brief 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:

- b. The goals of your intervention. (What changes would you like to see as a result?)
- c. 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. A plan for identifying and recruiting participants (if proposing a Tier 2 or Tier 3 intervention) including how you will gain parental consent (if needed) and buy-in from all stake-holders.
 - iii. The intended setting for your intervention (classroom, counseling setting, grade-level meetings, etc...)
 - iv. A detailed description of your intervention. Be clear and specific!
 - v. A consideration of the diversity factors that could impact the effectiveness of your intervention, and the modifications or accommodations that could address these issues. (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.

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. Helpful information related to APA citation guidelines can be found 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 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).

d. ATTENDANCE AND CLASS PARTICIPATION

Engagement: 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.

A note about computers: Computers are acceptable for taking notes, however, you are responsible for ensuring that you are able to remain fully present in the classroom. Computers should not be open unless they are being actively used for note-taking. When computers are being used for other purposes during class time, this impacts not only individual student participation (and will be reflected in your participation grade) but also the entire classroom environment.

Attendance: If you must miss class, please communicate with the instructor about your absence. The nature of the class will be such that missing a session or two will affect your learning significantly and will result in your grade being lowered. However, with advanced notice and communication about impending absences, it is often possible to make arrangements that can protect your grade, or to excuse absences for illness or other extenuating circumstances.

e. GRADING

Students will receive a numerical grade for each assignment. Numerical grades correspond with letter grades according to the following scale:

A+ = 99-100	B+ = 88-90.9	C+ = 78-80.9	C = 65-70.9
A = 95-98.9	B = 85-87.9	C = 75-77.9	E = Less than 65
A- = 91-94.9	B- = 81-84.9	C- = 71-74.9	

Final grades will be comprised of the following:

1. **Attendance:** 15% of course grade
 - Show up!
 - Be on time!
 - Stay for the entire class.
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 above.

School-wide policies related to grades can be found in the [MSW Student Guide](#), and at the following links:

- [Grades in Academic Courses and in Field Instruction](#)
- [Student Grievance Procedures](#)
- [Grades for Special Circumstances](#)

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.

Additional School and University policies, information and resources are available here:

<https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*

- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*