



Course title:	Interventions in School Social Work
Course #/term:	SW 628, Winter 2022
Time and place:	Wednesdays, 6:00-9:00pm, Online (via Zoom)
Credit hours:	3
Prerequisites:	SW 521 or permission of instructor
Instructor:	Emily Fitzgerald
Pronouns:	She/her/hers
Contact info:	Email: emstein@umich.edu Phone: 734-274-0829 You may expect a response within 24 hours
Office:	3733
Office hours:	By appointment, via Zoom

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 practice skills that advance social justice and educational access, 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 the Individuals with Disability Education Act will be incorporated. Ways to promote family engagement and collaboration will be explored/ 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 promote human rights and educational access, fostering school 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. Content in this course includes multi-tiered practice methodologies that promote socio-emotional and academic success. 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, restorative practices, 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.

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 relatively 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 awareness of how privilege and oppression function within schools.
7. Demonstrate the ability to assess and respond to a suspected suicidal threat from a student.
8. Demonstrate the knowledge to design interventions in the event of a death of a student in the school community, or of pervasive bullying reports.

9. 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.
10. Demonstrate knowledge of factors that promote positive school climate and culture of belonging among students, families, and school personnel.
11. Demonstrate knowledge and skills in mediation, conflict resolution, and collaborative problem-solving models.
12. Practice skills that enhance youth voice, engagement, and leadership.
13. Demonstrate knowledge and skills to evaluate effectiveness of programs and services and modify these based upon student need.
14. 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, podcasts, and discussion. The class format is based on the understanding that you are a prepared and active learner. Reading and engaging with the assigned materials are required in order to get the most out of our class and successfully meet the course objectives.

I view this as a practice class, with 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 when possible 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 brave space and a fruitful 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

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.

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

Week 1: Introductions. 1/5-1/11
<p>Meet: Wednesday, 1/5/2022, @6pm, via Zoom. Our time together will focus on getting to know each other and discussing expectations and vision for the course.</p> <p>Listen to:</p> <ul style="list-style-type: none">• This American Life: Harper High, Parts 1 and 2 <p>Read:</p> <ul style="list-style-type: none">• Ross, L.J. (2019). Speaking Up Without Tearing Down. <i>Teaching Tolerance</i> (61, Spring 2019). Retrieved from: https://www.tolerance.org/magazine/spring-2019/speaking-up-without-tearing-down <p>Respond:</p> <ul style="list-style-type: none">• Share your thoughts, connections, and take-aways related to the podcast. Respond to provided discussion questions.
Week 2: Foundational Concepts. 1/12-1/18
<p>Meet: Wednesday, 1/12/2022 @6pm via Zoom.</p> <p>Watch recorded lectures:</p> <ul style="list-style-type: none">• Foundational concepts• Case example: Andrew, Zero Tolerance, and the MDR <p>Read:</p> <ul style="list-style-type: none">• Barshay, J. (2019). New studies challenge the claim that black students are sent to special education too much. (<i>The Hechinger Report, August 19, 2019</i>). Retrieved from: https://hechingerreport.org/new-studies-challenge-the-claim-that-black-students-are-sent-to-special-ed-too-much/• Choose one of the following:

- 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.
- 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.

Respond:

- Share your thoughts, connections, and take-aways related to the readings and lecture.

Week 3: Tier 1. 1/19-1/25

Meet: Wednesday, 1/19/2022 @6pm via Zoom

Watch recorded lectures covering:

- Zero Tolerance
- Restorative Justice
- PBIS
- Collaborative Problem Solving
- Peer Mediation

Read:

- Milner, H. R., Cunningham, H. B., Delale-O'Connor, L., & Kestenberg, E.G. (2019). Chapter 1: Understanding the Landscape of Classroom Management. *These Kids Are Out of Control*. California: Corwin.
- Kirk, M. (2017). When Teachers Punish Black Kids More Severely Than White Kids. Retrieved from <https://www.citylab.com/solutions/2017/12/when-teachers-punish-black-kids-more-severely-than-white-kids/547982/> (Online)
- Elias, M. (2013). The School to Prison Pipeline. *Teaching Tolerance*, 43. Retrieved from: <https://www.tolerance.org/magazine/spring-2013/the-schoolto-prison-pipeline> (Online)
- 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>.
- Mullet, J.H. (2014). Restorative Discipline: From Getting Even to Getting Well. *Children & Schools*, 36 (3), 157-162.

Respond:

- Share your reactions to and connections between lecture topics and any of the assigned readings.

Week 4: Tier 2. 1/26-2/1

Meet: Wednesday, 1/26/2022 @6pm, via Zoom.

Watch:

- Recorded lecture
- Activities via YouTube

Read:

- 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

Respond

- Share your thoughts about how you might use any of these activities with groups of students in the school setting. How might you need to adapt them for different age/ability levels? What themes or issues could come up? How might you facilitate learning/reflection?

Week 5: Presentations- 2/2-2/8

DUE: Assignment 1- Resource Review. (Submit by 2/2/2022@9pm.)

Meet: Wednesday, 2/02/2022 @6pm, via Zoom.

Present:

- A short (5 minute) description of your resource, including your opinion of it, your major take-aways, and how this resource could inform your work as a school social worker. Upload your presentation (as a video) to Canvas for all to view. (Submit by 2/2@9pm)

Watch:

- Please watch **all** of the class resource review presentations.

Respond:

- Share your thoughts, questions, and connections to your peers' presentations on the discussion board. Comment on as many as you wish, but please comment on **at least four** of your peers' presentations.

Week 6: FBAs and BIPs- 2/9-2/15

Meet: Wednesday, 2/09/2022 @6pm via Zoom.

Watch:

- Recorded lectures

Practice Quiz:

- Take the practice quiz to check your understanding of the distinction between replacement behaviors and behavioral goals. **This quiz will not be graded, and is only for your own practice.**

Read:

- 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.
- Moreno, G., Wong-Lo, M., Short, M. & Bullock, L. (2014) Implementing a culturally attuned functional behavioural assessment to understand and address challenging behaviours demonstrated by students from diverse backgrounds. Emotional and Behavioural Difficulties, 19 (4), 343-355. (Library).
- Two sample FBAs/BIPs with comments from instructor.

Respond:

- Share your questions or concerns related to FBAs and BIPs, including the samples and the FBA/BIP Assignment.

Week 7: Tier 3- 2/16-2/22

Meet: Wednesday, 2/16/2022 @6pm, via Zoom.

Watch:

- Recorded lectures

Read:

- 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.

<ul style="list-style-type: none"> 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>Write:</p> <ul style="list-style-type: none"> Complete the IEP goal-writing assignment using the provided template, and submit online via Canvas.
Due: Assignment 2- IEP Goal-Writing and Progress Monitoring. (Submit by 2/22@11:59pm.)
Week 8: Trauma and Crisis Interventions- 2/23-3/1
Due: Assignment 3- Online Bounce Back Training. (Submit by 2/23/2022@6pm.)
<p>Meet: Wednesday, 2/23/2022 @6pm via Zoom.</p> <p>Watch:</p> <ul style="list-style-type: none"> Recorded lecture (including three videos) The documentary Paper Tigers (available to view for free on Amazon Prime) <p>Read:</p> <ul style="list-style-type: none"> Choose any one article from the Occasional Paper Series, Issue 43: Possibilities and Problems in Trauma-Based and Social Emotional Learning Programs. (https://www.bankstreet.edu/research-publications-policy/occasional-paper-series/ops-43/) <p>Engage</p> <ul style="list-style-type: none"> Be prepared to participate in a small-group discussion with several of your peers (groups to be assigned in class) to share your thoughts, take-aways, and connections from the articles that you read. <p>Respond:</p> <ul style="list-style-type: none"> Share your thoughts and reactions to Paper Tigers related to the provided discussion questions.
3/2-3/8
NO CLASS or ASYNCHRONOUS WORK- SPRING BREAK
Week 9: FBA and BIP Workshop, 3/9-3/15
Due: Rough draft of Assignment 4- FBA and BIP. <i>(No need to submit via Canvas; will be given to a peer for review.)</i>
<p>Meet: Wednesday, 3/9/2022 @6pm, via Zoom.</p> <p>Read:</p> <ul style="list-style-type: none"> Draft copy of FBA/BIP paper written by one of your peers. <p>Respond:</p> <ul style="list-style-type: none"> Share thoughtful and constructive feedback with your peer about their FBA and BIP. Questions to consider will be provided. Consider and address the feedback that you receive from your peer about your own FBA and BIP.
Week 10: School Climate and Social Justice, 3/16-3/22
Due: Assignment 4- FBA and BIP. (Submit by 3/16 @6pm.)
<p>Meet: Wednesday, 3/16/2022 @6pm, via Zoom.</p> <p>Watch:</p> <ul style="list-style-type: none"> Recorded lecture To This Day, by Shane Koyczan

- Any one of the episodes of the MTV show “[If You Really Knew Me](#),” depicting the implementation of the Challenge Day program.

Read:

- Minero, E. (2018). Schools Struggle to Support LGBTQ Students. Edutopia. Retrieved from: <https://www.edutopia.org/article/schools-struggle-support-lgbtq-students> (Online)
- Choose one of the following:
 - 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.)
 - Payne, E. & Smith, M. (2014). The Big Freak Out: Educator Fear in Response to the Presence of Transgender Elementary School Students, *Journal of Homosexuality*, 61(3), 399-418.
- 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/>).

Respond:

Share your thoughts and questions about this week’s readings and the Challenge Day intervention by responding to provided discussion questions.

Week 11: Ethical Issues and Dilemmas, 3/23-3/29

Meet: Wednesday, 3/23/2022 @6pm via Zoom.

Watch:

- Recorded lecture

Read:

- 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](#).
- 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
- School Social Work Association of America (2008). School Social Work in a Host Setting. Retrieved from www.sswaa.org
- School Social Work Association of America (2008). School Social Work and the Privacy of Minors. Retrieved from www.sswaa.org

Week 12: Self Care, 3/30-4/5

Meet: Wednesday, 3/30/2022 @6pm via Zoom.

Read:

- Lee, J.J. & Miller, S.E. (2013). A Self-Care Framework for Social Workers: Building a Strong Foundation for Practice. *Families in Society: The Journal of Contemporary Social Services*, 94 (2), 96-103.

Listen:

- Listen to the NASW Social Work Talks Podcast, Episode 68: Battling Burnout

Engage:

<ul style="list-style-type: none"> • Fill out the Self-Care Assessment (in Canvas) for yourself. <p>Respond:</p> <ul style="list-style-type: none"> • Reflect on your Self-Care Assessment and share your thoughts about how you plan to address your own needs for self-care as you practice as a professional social worker.
<p>Week 13: Guest Speaker(s), 4/6-4/12</p>
<p>Meet: Wednesday, 4/6/2022 @6pm via Zoom.</p> <p>Read:</p> <ul style="list-style-type: none"> • Harrison, K. & Harrison, R. (2014). Using Direct Observational Methods to Measure Social Emotional Behaviors in School Social Work Practice. <i>School Social Work Journal</i>, 39 (1), 17-33. (Library) • Sample Progress Monitoring Templates • Sample IEP • Sample Psychoeducational Evaluation • Other resources <p>Play:</p> <ul style="list-style-type: none"> • Play a game with one or more friends or family members. Come to class next week prepared to share the game that you played, along with thoughts or ideas about how this game could be used therapeutically to focus on themes; to experience/observe thoughts, feelings or behaviors; to serve as a metaphor; or to connect with functioning in other areas of “real life.” <p>Quiz:</p> <ul style="list-style-type: none"> • Please complete the quiz in Canvas which will focus on several MDE standards that are not otherwise assessed through the coursework for this class. This quiz will be ungraded, but completing it will be a part of your Engagement grade for the course.
<p>Week 14: Progress Monitoring, Endings and Closure, 4/13</p>
<p>Due: Assignment 5- Intervention Research and Design. (Submit by 4/13 @6pm.)</p>
<p>Meet: Wednesday, 4/13/2022 @6pm via Zoom.</p>

c. ASSIGNMENTS

A note about assignments: Each written assignment for this course has a detailed description of its expectations and a corresponding rubric (on the canvas site) that offers guidance for how these assignments will be graded. *Please take the time to consult the descriptions and rubrics!* If you are not pleased with your grade on an assignment, you are welcome to re-work and re-submit your work, as long as a reasonable timeline for completion can be agreed upon. 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- Resource Review (Due Week 5- 02/02/2022)

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 engage with a resource- a book (or audiobook), a magazine, a podcast, a Ted Talk, a film, a webinar- that is not necessarily 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 one of the resource types listed above, but if you have another idea, please see the instructor for approval.

The resource that you choose could be directly applicable to the school setting, or it could offer insight into adolescence, psychology, child development, philosophy, human nature, or something else entirely; there are insights to be gained from all of them. The challenge is for you to think critically about what you are reading, hearing, or seeing, and to reflect upon how you might apply these concepts or ideas and use them to inform your interventions in the school setting.

This is not intended to be a lengthy analysis. You will share your thoughts and take-aways through a short (5-10 minute) recorded presentation for our class, and by submitting **one** of the following:

- I. A paper, roughly 3 pages in length
- II. A powerpoint (or other visual) presentation
- III. An infographic or poster

Regardless of which written/visual option you choose, please make sure that your submission includes the following:

- A brief summary of your resource that provides a basic understanding of what it was all about.
- Your opinion of the resource. For example, was it informative? Repetitive or redundant? Compelling? Did it offer new insights or information? Was it engrossing?
- Your main take-aways, from a social work perspective.
- How could you use what you pulled from this resource to inform your practice with young people or in schools? (For example, how might this impact the way that you might work with students, parents, teachers, or administrators? Would it impact your counseling sessions? Your advocacy work within the schools or at local, state or federal levels? Would it affect how you would support parents? The kinds of recommendations you might make to administrators?)

Both your written/visual work and presentations will be submitted online and will be due on **Wednesday, February 2nd, by 9pm.**

Assignment 2- IEP Goal Writing and Progress Monitoring (Due end of Week 7, 02/22/2022)

Individualized Education Programs (IEPs) incorporate annual goals and objectives that meet the social-emotional/behavior goals of students. These are written by the school social worker to specifically address the needs that are reflected in the present level of academic achievement and functional

performance (PLAAFP) portion of the IEP. Effective social-emotional IEP goals (SMART goals) should be:

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**esults-focused
- **T**ime-bound

For this assignment, you are asked to choose one of the following PLAAFP statements, identify the social-emotional needs that are indicated, and write a SMART goal and at least two objectives that would be appropriate for meeting those needs. The annual goal should be written for a one-year time period, and should include the behavioral change that you hope will **be visible** in the classroom. The objectives should encompass the smaller steps that you feel would be important for the student to achieve in order to ultimately be able to accomplish the overall goal, and could reflect the clinical work that you would do with the student in school-based counseling sessions.

You are also asked to include a plan for how you would evaluate the effectiveness of your goal and objectives. What data would you gather? How would you collect this information?

You will be provided with a template to guide your writing. Please use this template, and communicate with the instructor if you have any questions.

PLAAFP statements to choose from:

- I. In the classroom, Jakob is easily frustrated, particularly with his peers. His teacher describes him as having difficulty with self-regulation when he is upset (approximately 1-5 times a day), and has reportedly become aggressive toward his peers on occasion (approximately once a month). Jakob seems to struggle the most during group assignments, competitive activities (e.g. games in P.E. class), and unstructured times of the day (e.g. lunch, recess, and choice time in the classroom).
- II. Vera's teacher reports that she is concerned about Vera being off-task in the classroom (approximately 60% of the time), having significant difficulty focusing, and displaying impulsive behavior (roughly 4-5 times an hour), which often causes her to react negatively to her peers, particularly during unstructured times like transitions. She reports that Vera is willing to accept help and seems to do well when working one-on-one with an adult. Classroom observations support these reports, demonstrating that while Vera struggles to remain on-task in the classroom, she is receptive to support from the adults in the room. Vera herself reports that it is "very hard" for her to focus at school, and she is not aware of any strategies that can help her with this.
- III. Teacher reports, student input and classroom observations indicate that Jamal experiences significant anxiety throughout the school day, which manifests in the classroom as disengagement (e.g. Jamal often sits with his head down on his desk, or pulls his hood over his head and face to "cocoon,") or unexpected behavior that seems "odd" to his peers (e.g. he may shout out non

sequiturs during classroom instruction, or sit under his desk). His teacher reports that Jamal is disengaged from class activities roughly 40% of the time overall, but closer to 90% of the time during group work and class discussions. She reports that Jamal displays unexpected behaviors approximately once or twice a day, and notes that these behaviors are quite disruptive and distracting to his peers. Jamal's behavior impacts his ability to build connections with his peers and develop age-appropriate friendships.

- IV. Sidney is often quiet in the classroom, although she tends to get along well with her peers and her teachers. She seems to have a small group of one or two friends who she spends time with during the unstructured portions of the school day (lunch, passing time, study hall). Sidney is described by one of her teachers as a "bright student who does not put effort into her school work or class participation." She declines to participate in class work roughly 80% of the time, and when she does complete a test or an assignment, typically puts forth minimal effort (e.g. writing "I don't know" in response to a question.) Sidney has expressed feelings of hopelessness, heaviness, and sadness, and has shared that she has been feeling like this almost constantly for the past year, following significant changes within her family.

Please submit your completed assignment by **Monday, February 22nd at 11:59pm.**

Assignment 3- Online Bounce Back Training (Due Week 8- 02/23/2022)

Please complete the following online training, as detailed below:

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 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 **Wednesday, February 23rd, at 6pm.**

Assignment 4- Functional Behavior Assessment and Behavior Intervention Plan (Draft due Week 9, 03/09/2022; Final copy due Week 10, 03/16/2022)

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 appropriate and effective Behavior Intervention Plans (BIPs), also referred to a Positive Behavior Intervention and Support Plans (PBISPs).

This assignment asks you to gather information about a young person who is demonstrating problematic behavior, and to write an FBA and a BIP that could be used to support this young person in school. There are three options* for selecting a young person to focus on for this assignment:

1. Select a child with whom you are currently working. This allows you to gather information directly from the child, and potentially from the child’s parent(s) and teacher(s).
2. Focus on a child with whom you have worked in the past. Use your recollections to the best of your ability to provide the information needed for the FBA.
3. Interview someone who is very familiar with a child who is displaying challenging behavior. (This could be a family member, a teacher, or a social worker, for example.) Gather as much information as possible from this person, to be used to inform the FBA and the BIP.

***At the top of your paper, please indicate which of the three options you have selected.**

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. More broadly, your goal with the FBA is to **develop a theory** about why this behavior is showing up and to present your theory in a way that would help to **cultivate empathy and understanding** for the child. 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.

Part 1: Functional Behavior Assessment

Your FBA should include the following:

1. Basic background information about the child (i.e. age, grade level, any identified disabilities or diagnoses, family situation, any history of trauma)
2. A clear and observable description of the target behavior. (“Disrespect” is vague and subjective; “curses at teachers” is clear and observable.) If the young person presents with more than one problematic behavior, you may describe the range of behaviors, but should choose only one to focus on for the FBA and BIP.
3. Information gathered from**:
 - a. At least two direct observations of the subject (the young person should be observed in two different classes/settings, and at two different times of the day.)
 - b. 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. The goal is to gain an understanding of the student’s perspective related to his or her behavior and experience in school.
 - c. 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.

*****If you are not currently working with a young person, it may not be possible to gather information from all of the listed sources. Please see the instructor for modifications.***

4. A comprehensive behavioral summary, based upon the information that you gathered above. This should include:
 - a. Setting events (where and when does the behavior occur?)
 - b. Exceptions (where and when does it rarely or never occur?)
 - c. The behavior’s duration, frequency, and intensity

- d. Antecedents (what tends to be happening right before the behavior occurs; what “triggers” the behavior?)
 - e. Typical consequences/outcomes (e.g. peer attention, adult attention, removal from classroom, etc.)
 - f. Relation to skill deficits
 - g. Your behavioral summary should end with a brief discussion, taking into consideration the above information, exploring why the behavior may be showing up. In other words, **what is your theory about this behavior?**
5. A hypothesis/summary statement describing the perceived function of the given behavior, written in the following format: **When (antecedent) the young person (behavior) in order to (function).** (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.”)
 - a. The function of the behavior must be one of the following: attention, escape/avoidance, tangible, or sensory. (Note: control is not, in and of itself, a function. However, control can fall under tangible or sensory; this will be discussed further in class.)
 6. 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.

Part 2: Behavior Intervention Plan

Your Behavior Intervention Plan should include the following:

1. A clear and observable description of the problematic “target” behavior (can be taken directly from your FBA).
2. 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, including student strengths and motivations. **Note:** There should be no *new* information here- all of this information should come from the FBA.
3. The desired replacement behavior for the behavior of concern. That is, what would you like the student to do instead of the target behavior? Be clear and specific, and be sure that what you designate as the replacement behavior meets the following four criteria:
 - a. It is more appropriate than the target behavior.
 - b. It serves the same function as the target behavior.
 - c. It is at least as efficient as the target behavior.
 - d. It is within the student’s ability.
4. 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, under the following categories: accommodations, interaction strategies, skill-building strategies, and response strategies. Make sure that you include interventions that will correlate with and support the replacement behavior that you identify for the student.

A rough draft of your FBA and BIP is due on **March 9th, by 6pm**. (You do not need to upload your rough draft for submission, but it should be ready to give to one of your classmates). Your final draft is due on **March 16th, by 6pm**.

Assignment 5- Intervention Research and Design (Due Week 14- 04/13/2022)

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, trauma, 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. A primary goal is to address issues of mental/emotional health and well-being, as well as accessibility and inclusion related to (but not limited to) gender identity, race, and culture.

After choosing an issue, you are asked to review the literature to discover what types of interventions are currently being used in schools to address your chosen issue. Based on your review of the relevant literature, you are asked to 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 clearly supported by the research and recommendations from the literature that you reviewed.

You have several options for how to present your findings and your intervention design. You are welcome to choose from any of the following:

- A traditional academic paper, broken up into two parts: a literature review, and your intervention design. This paper should be roughly 6-8 pages in length.
- A PowerPoint (or other visual) presentation, which could be used to present your findings and intervention in a staff meeting if you were working at a school. (This could be submitted on its own, or with a recorded presentation, similar to the recorded lectures for this class.)
- An infographic, poster, or other visual representation that could be used on a stand-alone basis, or in conjunction with a recorded presentation explaining your findings and your intervention design.
- If you have another creative idea that is not listed here, please share your idea with the instructor!

Regardless of which presentation style you choose, please **make sure to include the following:**

- I. In relation to your issue and the research from the literature:
 1. A clear description of your chosen issue that includes its prevalence and why it requires intervention in the school setting. Your description should also clearly identify the social justice/accessibility/inclusion issues that are being addressed, if applicable.
 2. Information from 4-6 sources that illustrates some of the school-based interventions that have been or are currently being implemented to address your issue in schools, and an indication from the research of their effectiveness.
 3. Based on the research that you highlight, a general consensus or take-away 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. In describing your intervention design:

1. The goals of your intervention. (What changes would you like to see as a result?)
2. A clear description of your intervention, including:
 - a. 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)
 - b. 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.
 - c. The intended setting for your intervention (classroom, counseling setting, grade level meetings, etc...)
 - d. A detailed description of your intervention. Be clear and specific!
 - e. A consideration of the diversity factors that could impact the accessibility and effectiveness of your intervention, and thoughts on how you might address these challenges. (For example, would a student's reading level impact their ability to benefit from your intervention? Would a student's culture make the intervention less appropriate for them? If so, how could you modify your intervention to make it more accessible to these students?)
3. The manner in which you will assess the effectiveness of your intervention.

III. A reference page that includes all of the literature cited in your presentation.

Please submit your final product by **Wednesday, April 13th at 6pm.**

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: Whether we are meeting in person or virtually, 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.

Engagement is even more critical within the context of an online course, when it is easy to feel disconnected. I believe in the value of creating a community and a sense of cohesion within our class, and in order to do so, I ask that you be **present** and **punctual** for our synchronous class meetings, **visible to all (i.e. cameras on)**, and **responsive** to the instructor and to each other as we engage in discussion. If you have a need for your camera to be turned off during our class meetings, please communicate with me about this! *Otherwise, attending class with your camera off will result in a lowering of your engagement grade.*

Attendance: While it is important that you attend our class sessions, it is also understood that our lives have become infinitely more complicated as a result of the pandemic and its ripple effects. If you must miss a synchronous class session, **please communicate with the instructor about your absence.** All efforts will be made to record each synchronous class meeting and make these recordings available to you. If you do not communicate with the instructor about your absences, please expect that your engagement grade will be lowered by one point per absence.

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	D = 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. **Assignments:** 75% of course grade

- Assignment 1 (Resource Review)- 10 points
 - Assignment 2 (IEP Goal-Writing)- 5 points
 - Assignment 3 (Bounce Back Training)- 10 points
 - Assignment 4 (FBA and BIP)- 25 points
 - Assignment 5 (Intervention Research and Design)- 25 points
2. **Engagement:** 25% of course grade
- Show up to class meetings, be on time, and stay for the entire meeting!
 - Communicate with the instructor about any absences or difficulties participating in class meetings (including having your camera on).
 - Share your thoughts on the class discussion board each week.
 - Complete class quizzes.
 - Engage with class activities- participate!
 - Be present! (Camera on, actively listening, sharing, asking questions...)

A note about grades: I strongly believe that grades are earned, not given, and to that end, every effort is made to be as transparent as possible about what goes into the final grades for this course. The expectations for your engagement are clearly outlined in the syllabus. Each assignment comes with a detailed description that includes everything that needs to be included, and a corresponding rubric to show exactly how grades are determined. When possible, templates and/or sample assignments are provided to give a clear idea of what a successful submission might look like. You are encouraged to communicate with the instructor about any questions that you have, to discuss your ideas, or to seek feedback before assignments are due. With all of this in mind, there will be no additional assignments, revisions, or opportunities at the end of the semester to raise a grade.

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 so that we can make other arrangements that can protect your grade and accommodate your circumstances.

f. CLASS RECORDING AND COURSE MATERIALS

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified in advance that a recording will occur and be provided with an option to opt-out. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

g. COVID-19 STATEMENT

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

h. HEALTH-RELATED CLASS ABSENCES

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor's note) for medical excuses is *not* required.

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*