



Course title:	School Social Work Interventions	
Course #/term:	SW 628-001, Winter 2023	
Time and place:	Wednesdays, 6:00-9:00pm, Online	
Credit hours:	3	
Prerequisites:		
Instructor:	Elizabeth Gumbis, LMSW, MA	
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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 promotion socio-emotional and academic success. Interdisciplinary 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. Interdisciplinary 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 the following: 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 schools to 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

By the end of this course, you will be able to do the following:

1. **Explain** skills that facilitate and coordinate student and family access to medical health, mental health, social services, and other community resources and to promote collaboration among school personnel and other community agencies
2. **Develop** functional behavior assessment and behavior intervention plans
3. **Apply** principles of social justice to school-based practice by selecting interventions that promote social justice and access to education
4. **Apply** proven tools and methodologies to provide mental health support and interventions in school settings

5. **Determine** empirically supported, culturally-relevant, 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.

6. **Assess** factors that promote positive school climate and culture of belonging among students, families, and school personnel

7. **Evaluate** effectiveness of programs and services available to students, families, and schools

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, clearly articulating your point of view, and linking 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 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 they 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 school 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/Topic	Required Readings/viewings and due dates
Week 1: January 4 Module 1: <i>Introduction to School Social Work Interventions</i>	Read the syllabus
Week 2: January 11 Module 2: <i>Foundational Concepts/National Model of School Social Work Practice</i>	Jarolmen, J. (2014). Introduction and definitions: Discussion of the skills, techniques, and essential practices. In <i>School social work: A direct practice guide</i> (pp. 42–55). SAGE Publications. https://dx.doi.org/10.4135/9781506374567.n3 Kelly, M. S., Frey, A., Thompson, A., Klemp, H., Alvarez, M., & Berzin, S. C. (2015). Assessing the national school social work practice model: Findings from the second national school social work survey. <i>Social Work, 61</i> (1), 17-28. doi:10.1093/sw/swv044 Dupper, D. R. , Rocha, C., Jackson, R.F, & Lodato, G. A. (2014 April). Broadly trained but narrowly used? Factors that predict the performance of environmental versus individual tasks by school social workers. <i>Children & Schools, 36</i> (2), 71–77. doi:10.1093/cs/cdu004

<p>Week 3: January 18</p> <p>Module 3: <i>Applying Social Justice to School-based practice</i></p>	<p>Barshay, J. (2019, August 19). <i>New studies challenge the claim that black students are sent to special ed too much</i>. The Hechinger Report: https://hechingerreport.org/new-studies-challenge-the-claim-that-black-students-are-sent-to-special-ed-too-much/</p> <p>Crutchfield, J., Phillippo, K. L., & Frey, A. (2020). Structural racism in schools: A view through the lens of the national school social work practice model. <i>Children & Schools</i>, 42(3), 187–193. doi:10.1093/cs/cdaa015</p> <p>Minero, E. (2018). <i>Schools struggle to support LGBTQ students</i>. Edutopia. https://www.edutopia.org/article/schools-struggle-support-lgbtq-students</p> <p>Payne, E. & Smith, M. (2014). The big freak out: Educator fear in response to the presence of transgender elementary school students. <i>Journal of Homosexuality</i>, 61(3), 399–418. doi:10.1080/00918369.2013.842430</p> <p>Watch:</p> <p>Tobe, H. (2021, September 13). <i>NASW Code of Ethics Updates: Cultural Competence</i> [Video]. Therapist Development Center. https://www.therapistdevelopmentcenter.com/blog/nasw-code-of-ethics-changes-cultural-competence/</p> <p>Koyczan, S. (2013, February 19). <i>To this day project — Shane Koyczan</i> [Video]. YouTube. https://www.youtube.com/watch?v=ltun92DfnPY</p> <p>PODS Self-Reflection Due</p>
<p>Week 4: January 25</p> <p>Module 4: <i>Tier 1 Restorative Practices, Social Emotional Learning, And Positive Behavior Intervention Supports</i></p>	<p>Oberle, E., Domitrovich, C. E., Meyers, D. C., & Weissberg, R. P. (2016). Establishing systemic social and emotional learning approaches in schools: A framework for schoolwide implementation. <i>Cambridge Journal of Education</i>, 46(3), 277-297. doi:10.1080/0305764X.2015.1125450</p> <p>GLSEN. (n.d.). Respect for all: Policy recommendations to support LGBTQ students. GLSEN. https://www.glsen.org/activity/respect-all-policy-recommendations-support-lgbtq-students</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. National Juvenile Justice Network. https://www.njjn.org/uploads/digital/library/ACS_BetterThanZero_Report_Oct-2015.pdf</p> <p>Mullet, J.H. (2014). Restorative Discipline: From getting even to getting well. <i>Children & Schools</i>, 36(3), 157-162. doi:10.1093/cs/cdu011</p> <p>Whiston, B.J. (2016, February 23). Presentation on state board of education statement and guidance on safe and supportive learning environments for</p>

	<p>lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students. State of Michigan Department of Education. https://www.michigan.gov/documents/mde/Item_B_SBE_Statement_and_Guidance_on_LGBTQ_515608_7.pdf (To be looked at in class)</p> <p>JIGSAW reading assignment in class</p> <p>Assignment #1: Resource Review due</p>
<p>Week 5: February 1</p> <p>Module 5: <i>Tier 2 Facilitating Groups in School setting</i></p>	<p>Garvin, C.D. (2013). Designing and facilitating support groups and therapy groups with adolescents: Importance of the topic for schools. In C. Franklin, M. B. Harris, & P. Allen-Meares (Eds.), <i>The school services sourcebook: A guide for school-based professionals</i> (2d ed., pp. 601–609). 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: 10.1080/0160951090287459 4</p> <p>Please craft School Team Prep pages for each reading</p>
<p>Week 6: February 8</p> <p>Module 6: <i>Functional Behavioral Assessment and Behavioral Intervention Plan</i></p>	<p>Filter, K.J., Alvarez, M.E., & Zammitt, K.A. (2013). Functional behavioral assessment in a three-tiered prevention model. In C. Franklin, M.B., Harris, & P. Allen-Meares (Eds.). <i>The School services sourcebook</i> (2nd Ed., pp. 25-36). Oxford University Press.</p> <p>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. <i>Emotional and Behavioural Difficulties</i>, 19 (4), 343–355. doi:10.1080/13632752.2013.860 682</p> <p>Watch: Fitzgerald, E. (2022). <i>Functional behavioral assessment and behavior intervention plan</i> [Video]. Canvas. University of Michigan.</p>
<p>Week 7: February 15</p> <p>Module 7: <i>FBA and BIP workshop</i></p>	<p>Science Education Resource Center (2018). <i>Guidelines for students— Peer review</i>. Science Education Resource Center (SERC), Carleton College. https://serc.carleton.edu/sp/library/peerreview/tips.html</p> <p>Watch: Lund University. (n.d.). <i>Feedback and peer review</i> [Video]. Coursera. https://www.coursera.org/lecture/writing-english-university/feedback-and-peer-review-uElys</p>

	FBA and BIP (Rough draft) due
Week 8: February 22 Module 8: Trauma-Informed Practices in Schools Guest Lecturer: Amy Rust, LCSW Boise School District	University of Michigan School of Social Work (n.d.). <i>10 core pillars</i> . University of Michigan School of Social Work. https://tipps.ssw.umich.edu/10-core-pillars/ Watch: Redford, J. (2015). <i>PaperTigers</i> [Video]. Amazon. https://www.amazon.com/Paper-Tigers-JimSporleder/dp/B01KKYE5II Assignment #2: Online Bounce Back Training due
Week 9: March 8 Module 9: <i>Special Education and Writing IEPs</i> Guest Lecturer Chris Olson, LMSW Troy School District	Lee, A. M. I. (n.d.). <i>How to tell if your child's IEP goals are SMART</i> . Understood. https://www.understood.org/articles/en/how-to-tell-if-your-childs-iep-goals-are-smart Center for Parent Information and Resources (2017). Contents of the IEP. Center for Parent Information and Resources. https://www.parentcenterhub.org/iepcontents/ Assignment #3: FBA and BIP (Final Draft) due.
Week 10: March 15 Module 10: Tier 3, part 1: <i>Autism Spectrum Disorder</i>	de Bruin, C. L., Deppeler, J. M., Moore, D. W., & Diamond, N. T. (2013). Public school–based interventions for adolescents and young adults with an autism spectrum disorder: A meta-analysis. <i>Review of Educational Research</i> , 83(4), 521–550. doi:10.3102/0034654313498621 Williams White, S., Keonig, K., & Scahill, L. (2007). Social skills development in children with autism spectrum disorders: A review of the intervention research. <i>Journal of Autism and Developmental Disorders</i> , 37(10), 1858– 1868. doi: 10.1007/s10803- 006-0320-x Assignment #4 Due: IEP Goal Writing and Progress Monitoring
Week 11: March 22 Module 11: Tier 3, part 2: <i>Interventions with Students with Emotional Impairments</i>	Franklin, C., Kim, J.S. & Tripodi, S.J. (2013). Solution Focused, brief therapy interventions for students at risk to drop out. In C. Franklin, M.B. Harris, and P. Allen-Meares (Eds.), <i>The school services sourcebook: A guide for school-based professionals</i> (2nd Ed., pp. 419–432). Oxford University Press. Linseisen, T. (2013). Effective interventions for youth with oppositional defiant disorder. In C. Franklin, M. B. Harris, & P. Allen-Meares (Eds.), <i>The school services sourcebook: A guide for school-based professionals</i> (pp. 91–103). Oxford University Press.

	<p>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. doi: 10.17105/SPR 13-0038.1</p> <p>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. doi: 10.1002/pits.20046</p> <p>Pyscher, T. & Crampton, A. (2020). Possibilities and problems in trauma-based and social emotional learning programs. <i>Occasional Paper Series, 2020 (43)</i>. https://educate.bankstreet.edu/occasional-paperseries/vol2020/iss43/13</p>
<p>Week 12: March 29</p> <p>Module 12:</p> <p><i>Crisis Interventions</i></p>	<p>Columbia University. (2008). Columbia-Suicide severity rating scale (C-SSRS). Columbia University. https://cssrs.columbia.edu/wp-content/uploads//CSSRS_Pediatric_SLC_11.14.16.pdf</p> <p>School Social Work Association of America. (2014). <i>School safety: The role of social work in school violence prevention</i>. New York School Social Work Association of America. https://nysswa.org/wp-content/uploads/2018/02/School-Safety_The-Role-of-School-Social-Work-in-Violence-Prevention.pdf</p>
<p>Week 13: April 5</p> <p>Lesson 13:</p> <p>Intervention and Design Presentations</p> <p>And</p> <p>Mindfulness in Education</p>	<p>School Social Work Association of America. (2008). <i>Supplemental ethical standards for school social work practice</i>. School Social Work Association of America. https://www.sswaa.org/_files/ugd/426a18_b28e09dcf05342b694a1b16627adb886.pdf</p> <p>School Social Work Association of America. (2008). <i>School social work and the privacy of minors</i>. School Social Work Association of America. https://www.sswaa.org/_files/ugd/426a18_e40628137c9346f4bc5249d476fbe668.pdf</p>
<p>Week 14: April 12</p> <p>Lesson 14: Ethical Dilemmas and Continued Professional Development</p>	<p>Raines, J. (2013). Chapter 4: Ethical decision-making in school mental health. In C. Franklin, M.B. Harris, & P. Allen-Meaers (Eds.) <i>The school services sourcebook</i> (2d ed, pp. 37–52). Oxford University Press.</p> <p>School Social Work Association of America. (2008). <i>Supplemental ethical standards for school social work practice</i>. School Social Work Association of America. https://www.sswaa.org/_files/ugd/426a18_b28e09dcf05342b694a1b16627adb886.pdf</p> <p>Complete: PODS Self-Evaluation due</p>

Please note: I will likely be making adjustments to readings and other calendar items. I will make changes a week in advance; if I am unable to adhere to that, then I will message you via Canvas.

c. Assignments

Assignment	Due Date	Percentage of overall grade
<i>Assignment #1:</i> Resource Review	Week 4 Submit on Canvas	15% (25 points)
<i>Assignment #2:</i> Online Bounce Back Training	Week 8 Submit on Canvas	10% (10 points)
<i>Assignment #3:</i> FBA and BIP Paper	Week 9 Submit on Canvas	10% (10 points)
<i>Assignment #4:</i> IEP Goal Writing and Progress Monitoring	Week 10 Submit on Canvas	25% (40 points)
Assignment #5: Intervention and Design Presentation	Week 13 Submit on Canvas & Present to class	20% (55 points)
Course Prep Activities	1. Week 3 (PODS self-reflection) 2. Week 7 (FBA & BIP rough drafts) 3. Week 14 (PODS self-evaluation) Submit on Canvas	5%
School Team Prep Pages/Participation And overall course engagement	Ongoing	15%

Assignment 1: Resource Review, Due week 4, 25 points, 15% of grade

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. Detailed assignment guidelines can also be found in Assignment #1 – Resource Review

- Select 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
- Create a short (5 –10 minute) recorded presentation about the resource
- Submit one of the following (along with the recording): 3 page paper **OR** PowerPoint (or other visual) presentation **OR** infographic or poster
- Both your written/visual work and recorded presentations will be submitted online
- Assignment #1: Resource Review is graded according to Assignment #1: Resource Review Rubric and is worth **25 points**.
- CLOs 1, 2, 3
- MLOs 1.2, 3.1, 3.2, 5.1, 5.4
- PODS Capacities C

Assignment 2: Online Bounce Back Training, Due week 6, 10 points, 10% of grade

The Bounce Back Program Training is offered online and will 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). Detailed assignment guidelines can also be found in the Assignment #2 - Bounce Back Training Assignment. Register and complete the Bounce Back training online at

<https://traumaawareschools.org/index.php/learn-more-bounce-back/>. Assessments correlate to MDE Standard for the Preparation and Practice of School Social Workers.

The particular elements addressed in this assignment are:

- 3. Intervention: Use culturally responsive, evidence-informed interventions at individual, group, family, school personnel, and community levels
- 3.2: Advance trauma-informed practices

Assignment Guidelines and Rubric

- Register and complete training at <https://traumaawareschools.org/index.php/learn-more-bounce-back/> Upon completion, please download the completion certificate and upload it as a **Microsoft Word (.DOC or .DOCX) document or a PDF file (.PDF)**.

- Assignment #3: Online Bounce Back Training is graded according to Assignment #3: Online Bounce Back Training Rubric and is worth **10 points**.
- CLOs: 2
- MLOs: 2.1, 4.3, 6.2
- PODS Capacities C

Assignment 3: FBA and BIP, Due Week 9, 40 points, 25% of grade

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 as 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 inform the FBA and BIP.

You can review Sample FBA/BIP (Mika) and Sample FBA/BIP (Julie) in Module 8.

Assignment Details:

Part 1: Functional Behavior Assessment

- a. Basic background information about the child
- b. A clear and observable description of the target behavior
- c. Information gathered (see Teacher Interview and Lagging Skills)
- d. A comprehensive behavioral summary
- e. A hypothesis/summary statement
- f. Recommendations (see FBA Template)

Part 2: Behavior Intervention Plan

- a. A clear and observable description of the problematic "target" behavior
- b. A summary of the findings of your FBA
- c. The desired replacement behavior
- d. A detailed description of recommended interventions (see BIP Template)

- At the top of your paper, please indicate which of the three options you have selected.
- Paper should be 2 pages minimum, 4 pages maximum. Double spaced.
- Use Times New Roman, 12-point font, and 1-inch margins.

Assignment #4: FBA and BIP (Final Draft) is graded according to Assignment #4: FBA and BIP Rubric and is worth **40 points**.

CLOs - 5

MLOs - 2.1, 2.2, 2.3

PODS - C, D

Assignment 4: IEP Goal-Writing & Progress Monitoring, Due week 10, 10 points, 10% of Grade

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:

- Specific
- Measurable
- Attainable
- Results-focused
- Time-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. Detailed assignment guidelines can also be found in the Assignment #3- IEP Goal-Writing and Progress Monitoring.

- Download Assignment #3-IEP Goal-Writing and Progress Monitoring TEMPLATE
- Select from the PLAAFP statements found in the Assignment #3- IEP Goal Writing and Progress Monitoring.
- Include a plan for how you would evaluate goals/objectives:
 - ○ What data would you gather?
 - ○ How would you collect this information?
- Save the form as a Microsoft Word doc (.DOC or .DOCX) or a PDF file (.PDF) and upload to Canvas
- Assignment #3: IEP Goal-Writing and Progress Monitoring is graded according to Assignment #3: IEP Goal-Writing and Progress Monitoring Rubric and is worth **10 points**.
- CLOs 3, 6
- PODS Capacities A, B

Assignment 5: Intervention Research and Design, Due week 13, 55 points, 20% of grade

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
- Students experiencing homelessness
- Students who are undocumented
- Students living in foster care
- Pregnant and parenting students
- Racial disproportionality in school discipline
- Advocacy with LGBTQIA+ students
- Affinity groups for students with under-represented positionalities
- Trauma
- Suicide
- School violence
- School shootings
- 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. Please also consider how you might facilitate and coordinate student access to community resources related to your topic.

1. Select an issue (see above)
2. Conduct a literature review
3. Design an intervention
4. Present your findings and your intervention design in one of the following ways:
 - A PowerPoint (or other visual) presentation
 - An infographic, poster, or other visual representation
 - Another creative idea (to be approved by instructor)

MLOs - 1.2, 1.3, 3.2, 7.2

PODS - A, B, C

e. Attendance Policy

Students are responsible for all content of this course. Absences are counted from the first scheduled live class meeting. The program has an 80% attendance requirement for live, synchronous sessions. Students who miss more than 20% (3 sessions) are at risk of a grade reduction, including receiving a non-passing 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 class session, **please let me know about your absence in advance.** All efforts will be made to provide you with the materials and resources you need to make up the class. If you do not communicate with me about your absences, please expect that your engagement grade will be lowered by one point per absence. More information on the attendance policy can be found in the [Policy on Class Attendance](#) found in the MSW Student Guide.

f. Live class participation

You are expected to read assigned materials, submit assignments, and participate in class. Expect to spend several hours doing work outside of class. Complete the readings and prep pages before class begins. Please login to Zoom a few minutes before class starts, so that we may begin on time. Feel free to use virtual background, but please keep camera on as much as possible. In case of an anticipated absence or an emergency, email/text me as soon as possible, providing documentation supporting the need for any absence.

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 youth 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, 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. Your engagement will enrich this class for us all.

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 class, **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 text/email me prior to class. ***Otherwise, attending class with your camera off will result in a lowering of your engagement grade.***

School Team Discussion: A significant portion of class time will be spent working in a small group. We will refer to this group as your “School Team” which reflects the reality of school social workers who collaborate regularly with other school personnel, mental health providers, parent/guardians and relevant community resources. Your input into these discussions will be assessed using the following sources: self-report, peer report, and instructor input. While

completing the readings in advance of class, you are REQUIRED to take notes either handwritten in notebook or on a google doc. These notes will be the starting point of your School Team discussions. More on this later.

g. Grading

Letter grades will range from “A” to “F” and are based on points accumulated throughout the class. Specific requirements for each assignment are provided within the course. Letter grades will not be provided for individual assignments. Each assignment will be assigned points. Overall, points will be tabulated to the corresponding final letter grades as follows. There are 500 points total available in this course. A breakdown of how points are associated with letter grades is listed below.

A 94-100%	B- 80 - 82%	D+ 68 - 69%
A - 90 - 93%	C+ 78 - 79%	D 63 - 67%
B+ 88 - 89%	C 73 - 77%	F Less than 62%
B 83 - 87%	C- 70 - 72%	

Late Work: Consistent with the UMSSW Technical Standards, timely communication with the instructor is expected when assignments will not be completed on time. Assignments turned in after the due date and time are subject to a points reduction of 10% for each day late. Flexibility to this policy will be considered based on communication between the student and the instructor.

Incompletes: Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The student must formally request an incomplete from the instructor prior to the final week of classes. Please reference the MSW Student Guide for policies on Grades in Academic Courses and in Field Instruction as well as [Student Grievance procedures](#) and the policy for grading in special circumstances. Here are some [resources around testing and grading from CRLT](#).

h. 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, she 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 a recording is occurring. 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. Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#).

i. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class 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 text or email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) is *not* required.

Additional School and University policies, [information and resources are available here](#):

They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
 - [CAPS: UM's Counseling and Psychological Services](#)
Embedded Counselor for SSW is [Jamie Boschee](#)
School of SW Building Room #2626
jboschee@umich.edu
 - [Wolverine Support Network](#)
- *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*