

ILLINOIS STATE UNIVERSITY		INSTRUCTOR:	Stipp
SCHOOL OF SOCIAL WORK		OFFICE:	307
Semester:	Fall, 2011	OFFICE HOURS:	Tue/Wed, 2-5 PM
Course:	SWK 463	OFFICE PHONE:	309-438-3241
Day:	Wednesday (Aug 24 – Dec 7)	EMAIL:	ksstipp@ilstu.edu
Time:	5:30 – 8:20	LOCATION:	Fell Hall 112

SOCIAL WORK PRACTICE IN SCHOOLS

CATALOG DESCRIPTION

Theory and practice skills for working in public schools as a host setting for social workers. Required for MSW students in the School Social Work Concentration who wish to obtain a Type 73 certificate from the Illinois State Board of Education. 3 semester hours.

Prerequisites: Satisfaction of all MSW foundation requirements; and graduate standing

COURSE DESCRIPTION

This MSW School Social Work Concentration course adapts the fundamentals of social work practice to specialized practice within the public school system. It focuses on the history, theories and skills needed to provide services within the environment of the local educational agency. It addresses various methods of practice, service delivery, planning, assessment and evaluation, consultation and collaborative relationships, advocacy and facilitation of change, creation of a learning community, diverse learners, professional conduct and ethics, and opportunities for continued professional development.

RELATIONSHIP TO OTHER COURSES

This course is one of three required advanced practice courses in the School Social Work Concentration. It builds on theories presented in the prerequisite foundation courses, SWK 416 Social Work Practice I and SWK 417 Social Work Practice II. Other School Social Work Concentration courses include content on children and adolescents (e.g., SWK 454 Practice with Children and Adolescents), groups (i.e., SWK 462 Practice with Groups), as well as school policies (i.e., SWK 461 School Policy). This course, however, specifically focuses on theories and skills needed to work effectively within the public schools. Special emphasis will be placed on academic and functional assessment and evaluation, writing educational service plans, school-based methods of practice, collaboration with parents and school professionals, and building a learning community.

COURSE GOALS

The goals for the course are to:

1. Introduce the theories and skills needed to help enable elementary & secondary students' academic and functional growth within the context of the local educational agency (LEA).
2. Foster synthesis of the differential use of a variety of intervention strategies that support and enhance elementary & secondary students' educational and emotional development.
3. Synthesize knowledge of specific services within the educational setting to students, families, and communities.
4. Introduce various formal and informal assessment and evaluation strategies in support of the development of all elementary & secondary students.
5. Foster development of consultative and collaborative relationships with colleagues, parents, and the community to support elementary & secondary students' learning and well-being.
6. Encourage effective social interaction, active engagement in learning, and self-motivation to create a positive learning community.
7. Enhance understanding of the broad range of backgrounds and experiences that shape students' approaches to learning and help create opportunities adapted to diverse populations of learners.
8. Facilitate comprehension of education and social work as related professions while maintaining separate standards of professional conduct and ethics.

STUDENT LEARNING OBJECTIVES

Upon completion of this course, students will have achieved the following outcomes.

Students will be able to:

1. Discuss the theories needed to provide case-specific services to school children and their families) in the local education agency (e.g., individual, group, and family counseling; crisis intervention; case management; advocacy; consultation; parent education; prevention programs; and conflict resolution).
2. Apply intervention strategies that support and enhance students' educational and emotional development.
3. Design services based on knowledge of the educational setting, as well as information about the students, families, and community.
4. Complete various formal and informal assessment strategies and use them to support the development of students.
5. Articulate the importance of consultative and collaborative relationships with colleagues, parents, and the community to support students' learning and well being.
6. Assess effective social interaction, active engagement in learning, and self-motivation to create a positive learning community.
7. Discuss the impact of students' social location on their learning.

TEXTBOOK(S) and REQUIRED READING(S)

Massat, C.R., Constable, R., McDonald, S., & Flynn, J.P. (2009) *School social work: Practice, policy, and research*. Chicago: Lyceum. ISBN: 780925065957

Raines, J. C. (2008) *Evidence-based practice in school mental health*. New York: Oxford University Press. ISBN: 978101953666266

Additional readings as assigned.

EXPECTATIONS OF STUDENTS

Attendance and Participation: Students are expected to attend and participate in all class sessions. A student should not be enrolled in a course if other obligations will interfere with getting to class regularly and punctually.

More than two absences in a sixteen-week course will result in a lowered grade for the course. Repeated tardiness, coming in late or leaving class early, and “tech absences” (being present but texting, emailing, face booking, web surfing unrelated to the course, etc.) will result in a lowered grade.

Class Preparation: You are expected to have prepared thoroughly for each class. Preparation includes reading the assigned materials *prior to* class, summarizing the content and being prepared to discuss it; writing questions or reactions to the material; and making connections between concepts in current reading and earlier readings and reading and practice. You are expected to contribute to class discussion. Informed disagreement is both anticipated and welcomed.

Students are strongly encouraged to read related materials; prepare study questions based on readings, case material, and instructor presentation/lecture; discuss reading and class lecture material with other students, form study groups, explain concepts to others, and schedule consultation time with the instructor as needed.

Assignments: All assignments are due on the date assigned (see “ASSIGNMENTS” and “COURSE SCHEDULE”). Promptness in completing class assignments and required readings is a requirement.

Should an extenuating circumstance occur, appropriate arrangements for late work must be made with the instructor, in advance. Only in extraordinary circumstances will late work be accepted, and if accepted, late work will be given a reduced grade of one letter grade (10% of the earned grade) for each week the assignment is late. *No assignments will be accepted after the last day of class.*

Missed or Late Work: If a student misses a class, he or she will be responsible for any missed class content. Missed in-class work generally *cannot* be made up. Make-up examinations, as a rule, will *not* be permitted. Only in extraordinary circumstances will such work be accepted.

A grade of incomplete (I) will be given only in rare circumstances. A student who has received a grade of incomplete is not in academic good standing and cannot enter practicum until the incomplete has been successfully cleared.

Written Work: Your written work should show thoroughness, accuracy, clarity and professionalism. Such writing generally requires first writing, then review, then editing and rewriting.

- All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation.
- All papers written from sources must include citations following the style requirements of the most recent *Publication Manual of the American Psychological Association*. This reference text also provides excellent information on the organization and writing of papers. A reputable resource for questions about APA format is the Purdue University on-line writing laboratory at www.owl.english.purdue.edu
- All work must be typed, double-spaced, with numbered pages unless the professor instructs otherwise. Each assignment should be titled, dated, annotated with your name, and stapled or placed in a binder.
- Papers should use standard margins. The Microsoft Word default setting for margins is 1" top, 1" bottom, and 1" each left and right. The header and footer default setting is 0.5" from the edge.
- Papers should use standard fonts. The School standard font is Times New Roman 12.
- Students should retain copies of all work turned in to the instructor.

Nondiscriminatory Language: Oral presentations and written work should use non-sexist, non-racist, and non-stigmatizing language. Faculty may return papers for revisions in language prior to grading.

Academic Misconduct: Plagiarism, cheating, and all other forms of academic misconduct are not only considered a violation of university regulations, but are also a serious breach of the ethical code of conduct for the social work profession. Students are expected to abide by the ethical standards of the profession. The National Association of Social Workers (NASW) Code of Ethics is available on the Internet: <http://www.naswdc.org/>

Special Needs: Students with special needs should notify the instructor immediately so that available accommodations can be made. Any student needing to arrange reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (voice) 438-8620 (TTY) or <http://www.disabilityconcerns.ilstu.edu/>

Contacting the Professor: The best way to reach me is by email, ksstipp@ilstu.edu. I will make every effort to respond to email within 24 hours on weekdays; it will take longer on weekends. You may also stop by my office, 307 Rachel Cooper, on Tuesdays or Wednesdays between 2:00 – 5:00, or leave a message on my voicemail at 309-438-3241.

ASSIGNMENTS

The following assignments are designed to facilitate and measure progress on the learning objectives for this course. Please see instructor handouts for writing guidelines and grading criteria.

All assignments are due on the date and at the time assigned, are to be typed, grammatically correct, checked for spelling, and paginated. Assignments are to be submitted hard copy unless otherwise specified, and if hard copy, stapled or placed in a folder. All assignments should have your name, the date, and the title of the assignment on the first page or title page.

Assignment #1: What You Need to Know (10%) Due September 14

Interview a current school social work practicum student to obtain her/his perspective on what you need to be learning this year. Write a report that includes:

1. Extent to which course material prepared the student for the practicum
2. What they have learned about areas and levels of skill required for success as a school social worker
3. What assignments helped prepare them for their practicum work (e.g., class material, simulated or placement case, facilitated groups, research project, etc.)
4. Recommendations: How you and I can use your coursework year in preparation for your school social work practicum

Assignment #2: School Engagement Paper (20%)

Due September 28

A. Gather Data

1. Online information about the school and community, at least:
 - a. School annual report card (e.g., www.isbe.net or school website)
 - b. School strengths, at least two (e.g. school websites)
 - c. Community information, at least racial/ethnic diversity and unemployment information (e.g., census.gov; diversitydata.org)
 - d. Chamber of Commerce identification of available resources (not the COC Resources link, but community resources). Include:
 - hard resources, e.g. medical, parks, employers, technology
 - soft resources e.g. clubs, worship centers, multiculturalism
2. Interview a building principal, special education director, or other administrator to obtain her/his perspective on five primary issues:
 - a. Definition of her/his role with the local educational agency (LEA)
 - b. Understanding of the school social worker's role in the LEA or building
 - c. Identification of "disaggregated groups" most challenging for annual yearly progress (AYP)
 - d. Description of school population/community change, and how the school responds to those changes
 - e. Topics you have not asked about, that respondent thinks are important for you to know about
3. Interview a school social worker to obtain information on the informal organizational structures (affectional, communication, decision-making, power, from Massat et al. pp. 182-184). Include her/his understanding of how the District has defined the social work role in theory and in actual practice. Include her/his insights about:
 - a. what is rewarding and challenging about school social work
 - b. what is being done to increase the rewarding portion of the position
 - c. what is being done to improve methods of intervention for challenging aspects of the position

B. Write a 6-8 Page Report: Use the following outline/headings, but do not include Roman numerals in your report. ****Create at least one table to help the reader understand your report.****

- I. Brief Description of the School/Community (location, size, demographics including urban/rural, diversity, poverty)
- II. Community Services
- III. Organizational Culture (school or LEA)
- IV. School Achievement Issues
- V. Principal's/Leader's Expectations of School Social Workers
- VI. Recommendations (your recommendations for school social workers in that setting)
- VII. References: APA format, even the interviews and websites. Yes, there's an apa for that.

Assignment #3: Special Education Quiz (Oct. 12) (20%)

Assignment #4: Social Developmental Study (due in stages, as follows, for a total of 50% of the course grade). This study will be for a child you know, whose parent(s) will provide consent for you to complete this practice study. During the study, you will need to target a behavior for which you will develop an intervention. The targeted behavior need not be of a severity for which a school child would be referred for special education services.

* There may be an opportunity for some students to participate in an actual social developmental study. If that is the case, the following due dates may be amended per the needs of the assessment team.

- **4a: Adaptive Behavior Assessment (due October 26) (10%)***

Complete a formal adaptive behavior assessment on any child you know, that will work for a concern a caregiver has about the child. Use a standardized instrument (e.g. BASC or Vineland) that is currently used in a school or LEA, and that is appropriate for the concern (the “referral question”). Score and interpret results in accord with the latest manual. Write up a report with five sections, at least five pages (but no more than eight pages).

1. Child demographic information the “referral question”. (For this assignment, remove/suppress any identifying information. This includes the child’s name, but might also include a disability not often identified in the district, and unusually large number of siblings, etc.)
2. Present Levels of Performance:
 - a. Academic Performance
 - b. Functional Performance
 - c. Social/Emotional Status
3. Scores: Easy-to-read table and descriptive narrative
4. Parent Input. This is a stand-alone section, although the parent perspective will be included throughout. This section will include parent perspectives on child’s strengths and weaknesses, strategies that have been helpful in any assessed category, and parent suggestions about what the school could do to create a more positive learning environment.
5. Summary
 - a. Overview of strengths and weaknesses
 - b. Recommendations for enhancing strengths, and for using strengths for a more positive learning atmosphere
 - c. Suggestions for addressing identified weaknesses
 - d. Appropriate and measurable goals and objectives for moving the child from the PLOP to desired levels of performance, for an Individualized Family Service Plan (IFSP), and Individualized Education Program (IEP) or for a Transition Plan.

- **4b: Functional Analysis of Behavior (due November 9) (10%)***

Regarding the child for whom you completed an adaptive behavior assessment, complete a Functional Analysis template and write up a summary of the analysis. Submit the completed template with the written summary. The summary should include:

1. Description of the behavior of concern, that is, what it looks like. Include frequency, context (what else is happening, where it occurs, who else is there, conditions that “set off” the behavior,
2. Description of the results of the behavior. Include what happens afterward, what seems to be the intent, what alternative behavior(s) might better meet the student’s need
3. Possible intervention(s) for helping the student get needs met, including who should be involved

- **4c: Behavior Intervention Plan (due November 16) (10%)***

You know that RtI is the practice of using (1) high quality instruction and intervention matched to student needs and (2) data on a student’s relative standing on some dimension of achievement/performance compared to expected performance (either criterion- or norm-referenced) over time (3) to make important educational decisions.

Create a Behavior Intervention Plan that is based on your functional analysis of behavior.

1. Describe a dimension of behavior for which you are developing interventions.
2. Develop and describe at least two interventions for the target behavior.
3. Discuss relevant theories that guided your selection of each of the interventions you developed.
4. Develop and describe ways to develop data, that is, track weekly progress on the identified behavior. Raines chapters 7 & 8 provide a wide range of progress tracking tools (e.g. teacher rubrics, daily/weekly logs, rating scales, goal attainment scaling, etc.). In developing the progress tracking tool, you may use a template available online or through another available source, just be sure to cite your source(s) for the tool. Yes, there’s an apa for that. You may also create your own tool.
5. In your own words, explain how the tools should be used to track the identified behavior, and provide instructions for how the tools should be used.

- **4d: Social Developmental Study (due November 30) (20%)**

Each student will complete an SDS as part of an initial evaluation, for the child you focused on in each of the previous assignments.

You will include the Adaptive Behavior Assessment, Functional Analysis and Behavior Intervention Plan, incorporating my feedback from the original assignments. Include a strategy for obtaining informed consent and assent that takes into account the developmental level of the respondent (from Raines chapter 9). See Massat et al., pp. 416-422 for an SDS outline. A complete outline and other information will be provided in class.

GRADING

Grades will be assigned in accord with the following scale. Students must achieve the full value of the lower end of each subscale to be awarded the corresponding letter grade.

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 59% and below

Grade Allocation:

Each assignment is worth 100 points, but weighted for the course using the following formula:

ASSIGNMENT 1:	What You Need to Know	10%
ASSIGNMENT 2:	School Engagement Paper	20%
ASSIGNMENT 3:	Special Education Quiz	20%
ASSIGNMENT 4:	SOCIAL DEVELOPMENTAL STUDY (50%)	
• ASSIGNMENT 4-a:	Adaptive Behavior Assessment	10%
• ASSIGNMENT 4-b:	Functional Analysis	10%
• ASSIGNMENT 4-c:	Behavior Intervention Plan	10%
• ASSIGNMENT 4-d:	Social Developmental Study	<u>20%</u>
TOTAL		100%

COURSE SCHEDULE

Session 1:	The Local Educational Agency Context: Social Work Roles and Organizational Engagement
Day and Date:	Wednesday, August 24
Required Readings:	<p>Text readings: Massat et al. (2009)</p> <ul style="list-style-type: none"> • Chapter 1, The Role of the School Social Worker (Constable) • from chapter 2, pp. 36-39, TIE Framework, Coping Behaviors & Quality of the Impinging Environment (Marjorie Monkman) • Chapter 28, Developing and Defining the School Social Worker's Role (Constable & Helen Wolkow)
In Class:	Syllabus Review Getting Acquainted Defining your Role Coping Behavior and Environmental Stressors Organizational Structure Checklist for Getting Started as a SSWer (Raines, 2004)

Session: 2	Assessment and Evaluation, Part 1: Evidence of Effectiveness
Day and Date:	Wednesday, August 31
Required Readings:	<p>Text readings: Massat et al. (2009)</p> <ul style="list-style-type: none"> • Chapter 3, Evidence for the Effectiveness of School Social Work Practice (Christine Sabatino, Lynn Mayer, Elizabeth Timberlake & Theda Rose) • Chapter 9, School Social Work: Organizational Perspectives (Edward Pawlak & Linwood Cousins) (see pp. 182 – 184 for Assignment #2) <p>Raines (2008)</p> <ul style="list-style-type: none"> • Chapter 1: Introduction • Chapter 2: Evidence-Based Practice: Definition & process <p>Outside Readings: TBA</p>
In Class:	Developing local science-based/evidence-based model Can everything be measured? What social workers assess R. Rader (2011, April). Measure for Measure. <i>Exceptional Parent</i> , 41(4), 6.

Session: 3	Assessment and Evaluation Part 2: Evidence of Need
Day and Date:	Wednesday, September 7
Required Readings:	<p>Text readings: Massat et al. (2009)</p> <ul style="list-style-type: none"> • Chapter 11: Needs assessment: A tool of policy practice in school social work (Lyndell Bleyer & Kathryn Joiner) <p>Raines (2008)</p> <ul style="list-style-type: none"> • Chapter 3: Creating Answerable Questions • Chapter 4: Investigating the Evidence <p>Outside Readings: Cawood, N.D. (2010). Barriers to the use of evidence-supported programs to address school violence. <i>Children & Schools, 32</i>, 143-149. Retrieved from www.naswpress.org</p> <p>Other, TBA</p>
In Class:	Challenges of evidence-supported practice Writing questions for assessment and evaluation

Session: 4	Ethical Practice in Schools
Day and Date:	Wednesday, September 14
Required Readings:	<p>Text readings: Massat et al. (2009)</p> <ul style="list-style-type: none"> • Chapter 4: The Process of Ethical Decision Making in School Social Work: Confidentiality (Raines) • Chapter 5: Ethical and Legal Complexities for School Social Workers with Confidentiality in Schools (Sandra Kopels) • Chapter 8, pp. 155-157, The School Social Worker as Policy Practitioner (Massat & Constable) <p>Raines (2008)</p> <ul style="list-style-type: none"> • Box 9.1, and pp. 248-253, Parental Access and Control of Records. Out of Chapter 9: Ethics for evidence-based practice <p>Outside Readings: TBA</p>
In Class:	Ethics regarding the unique vulnerabilities of school children, across age groups
Assignment #1	What You Need to Know (10%)

Session 5:	Consultative & Collaborative Relationships, Part 1: Multidisciplinary Teamwork
Day and Date:	Wednesday, September 21
Required Readings:	<p>Text readings: Massat et al. (2009)</p> <ul style="list-style-type: none"> • Chapter 17, Assessment, Multidisciplinary Teamwork and Consultation (Constable & Galen Thomas) • Chapter 20, Collaboration and consultation: Professional Alliances for Children, Families, and Schools (Sabatino) <p>Raines (2008)</p> <ul style="list-style-type: none"> • Chapter 5: Appraising the evidence <p>Outside Readings: TBA</p>
In Class:	Multi-disciplinary conferencing

Session 6:	Consultative & Collaborative Relationships, Part 2: Classroom Observation and Consultation
Day and Date:	Wednesday, September 28
Required Readings:	<p>Text readings: Massat et al. (2009)</p> <ul style="list-style-type: none"> • Chapter 22: Assessment of the learning environment, case study assessment, and functional behavior analyses (Thomas, Marguerite Tiefenthal, Constable & Leyba) • Chapter 23: The screening & assessment of adaptive behavior (Raines & Richard Van Acker) • Chapter 24: Classroom observation <p>Raines (2008)</p> <ul style="list-style-type: none"> • Chapter 6: Adapting and applying the evidence <p>Outside Readings: TBA</p>
In Class:	Observing child behavior Mental health consultation
Assignment #2	School Engagement Paper (20%)

Session 7:	Consultative & Collaborative Relationships, Part 3: Community Needs, Resources and Collaboration
Day and Date:	Wednesday, October 5
Required Readings:	<p>Text readings: Massat et al. (2009)</p> <ul style="list-style-type: none"> Chapter 30, Case management, coordination of services, and resource development <p>Outside Readings: Ackley, M.K. & Cullen, P.M. (2010). Strengthening families through community collaboration: Implementing the families and schools together (FAST) program. <i>Children & Schools, 32</i>, 183-186. Retrieved from www.naswpress.org</p> <p>Other, TBA</p>
In Class:	The community-school relationship The school social worker's role with students who have a learning disability

Session 8:	Assessment and Evaluation, Part 3: Present Levels of Performance (PLOPs), Goals & Objectives
Day and Date:	Wednesday, October 12
Required Readings:	<p>Text readings: Massat et al. (2009)</p> <ul style="list-style-type: none"> Chapter 26: Planning & Setting Goals: BIPs, IEPs, & IFSPs (Constable, Thomas & Erin Leyba) <p>Raines (2008)</p> <ul style="list-style-type: none"> Chapter 8: Evaluating individual outcomes using single-subject designs <p>Outside Readings Luker, C. & Luker, T. (2007, February). A service is not a need. <i>Exceptional Parent, 37</i>(2), 31-32.</p> <p>Illinois State Board of Education, Committee on Special Education Eligibility and Entitlement as an RtI Framework (2010). <i>Illinois special education eligibility and entitlement procedures and criteria within a Response to Intervention (RtI) framework: A guidance document</i>. Retrieved from Illinois State Board of Education website: http://www.isbe.net/spec-ed/pdfs/sped_rti_framework.pdf</p> <p>Other, TBA</p>
In Class:	Functional Behavioral Assessment using the A-B-C form & Behavior Intervention Plans. Scoring & Interpreting Standardized Tests
Assignment #3	Special Education Quiz (20%)

Session 9:	Response to Intervention (RTI), Part 1
Day and Date:	Wednesday, October 19
Required Readings:	<p>Text readings: Massat et al. (2009)</p> <ul style="list-style-type: none"> • Chapter 27: Response to Intervention and the School Social Worker, Massat, Constable & Thomas • Chapter 35: Tier 2 behavioral interventions for at-risk students, Brenda Lindsey & Margaret White <p>Outside Readings: Lindsey, B. & White, M. (2010). Tier 1 case example. In J. Clark & M. Alvarez (Eds.), <i>Response to Intervention: A Guide for School Social Workers</i> (pp. 55-81). New York: Oxford University Press.</p> <p>Clark, J.P. & Gilmore, J. (2010). Tier 3 Intensive Individualized Interventions. In J. Clark & M. Alvarez (Eds.), <i>Response to Intervention: A Guide for School Social Workers</i> (pp. 131-153). New York: Oxford University Press.</p> <p>Other, TBA</p>
In Class:	Monitoring and evaluating progress using Excel 3 tiers of Response to Intervention

Session 10:	RTI Part 2: Positive Behavior Intervention & Support (PBIS)
Day and Date:	Wednesday, October 26
Required Readings:	<p>Text readings: Massat et al. (2009)</p> <ul style="list-style-type: none"> • Chapter 38: Bullying & Peer sexual harassment • Chapter 39: Developing safe, responsive, & respectful school communities <p>Outside Readings: Biggs, M.J, Simpson, C. & Gaus, M.D. (2010). Using a team approach to address bullying of students with Asperger's Syndrome in activity-based settings. <i>Children & Schools</i>, 32, 135-142. Retrieved from www.naswpress.org.</p> <p>Setoodeh, R. (2008, July). Young, gay and murdered. <i>Newsweek</i>, 152(4), 40-46.</p> <p>Other, TBA</p>
In Class:	Applying 3 tiers of Response to Intervention to the question of whether the murder of Larry King could have been prevented
ASSIGNMENT 4a	Adaptive Behavior Assessment (10%)

Session 11:	RTI Part 3: Intervention with Groups in Schools
Day and Date:	Wednesday, November 2
Required Readings:	<p>Text readings: Massat et al. (2009)</p> <ul style="list-style-type: none"> • Chapter 31: Working with groups in schools: Planning for and working with group process • Chapter 32: Working with groups in schools: Monitoring of process and evaluation of outcomes • Chapter 33: Social skills training through groups in schools <p>Raines (2008)</p> <ul style="list-style-type: none"> • Chapter 7: Evaluating Group Outcomes using Descriptive Designs <p>Outside Readings: Franklin, C., Moore, K. & Hopson, L. (2008). Effectiveness of solution-focused brief therapy in a school setting. <i>Children & Schools, 10</i>, 15-26. Retrieved from www.naswpress.org Kelly, M.S., Raines, J.C., Stone, S. & Frey, A. (2010). Iatrogenic interventions in schools. In <i>School Social Work</i> (pp. 161-168). New York: Oxford University Press.</p> <p>Other, TBA</p>
In Class:	Group work in schools Solution-focused brief therapy

Session 12:	Diverse Learning Populations: Cross-Cultural
Day and Date:	Wednesday, November 9
Required Readings:	<p>Text readings: Massat et al. (2009)</p> <ul style="list-style-type: none"> • Chapter 18: A framework for cross-cultural practice <p>Outside Readings: Ebersole, J. L. & Kapp, S.A. (2007). Stemming the tide of overrepresentation: Ensuring accurate certification of African American students in programs for the mentally retarded. <i>School Social Work Journal, 31</i> (2), 1-16. Retrieved from http://lyceumbooks.com/sswjjournal.htm Lopez, E.C. (2006). Targeting English language learners, tasks and treatments in instructional consultation. <i>Journal of Applied School Psychology, 22</i>(2), 59-79. doi:10.1300/J370v22n02_04</p> <p>Other, TBA</p>
In Class:	Cultural identities; Ruby Payne material
Assignment 4b	Functional Analysis (10%)

Session 13:	Diverse Learning Populations: Multiple Intelligence Theory
Day and Date:	Wednesday, November 16
Required Readings:	<p>Text readings: Massat et al. (2009)</p> <ul style="list-style-type: none"> Chapter 19: Inclusive Education & the Least Restrictive Environment <p>Outside Readings: Raines, J.C. (2003). Multiple intelligences and social work practice for students with learning disabilities. <i>School Social Work Journal</i>, 28(1), 1-20. Retrieved from http://lyceumbooks.com/sswjjournal.htm</p> <p>Other, TBA</p>
In Class:	The school social worker's role with students with a learning disability
Assignment 4c	Behavior Intervention Plan (10%)

Session 14: Wednesday, November 23	
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Session 15:	Crisis Intervention
Day and Date:	Wednesday, November 30
Required Readings:	<p>Outside Readings: Ciffone, J. (2007). Suicide prevention: An analysis and replication of a curriculum-based high school program. <i>Social Work</i>, 52(1), 41-49. Retrieved from www.naswpress.org</p> <p>Roberts, A. R. (2006) School-based, adolescent suicidality: Lethality assessments and crisis intervention protocols. In C. Franklin, M.B. Harris, P. Allen-Meares (Eds.), <i>The school services sourcebook</i> (pp. 3-13). New York: Oxford University Press.</p> <p>Secor, D. (2007) School social work and crisis intervention. In L. Bye & M. Alvarez (Eds.), <i>School social work practice: Theory to practice</i> (pp. 164-174).</p> <p>Other, TBA</p>
ASSIGNMENT 4d	Social Developmental Study (20%)

Session 16:	Truancy and Dropout Prevention
Day and Date:	Wednesday, December 7
Required Readings:	<p>Text readings: Massat et al. (2009)</p> <ul style="list-style-type: none"> • Chapter 37: Attendance & truancy <p>Outside Readings: Franklin, C., Kim, J.S. & Tripodi, S.J. (2008) Solution-focused, brief therapy interventions for students at risk to drop out. In C. Franklin, M.B. Harris, P. Allen-Meared (Eds.), <i>The school practitioner's concise companion to preventing dropout and attendance problems</i> (pp. 35-54). New York: Oxford University Press.</p> <p>Miller, P. (2011). An Examination of the McKinney-Vento Act and Its Influence on the Homeless Education Situation. <i>Educational Policy</i>, 25(3), 424-450. doi: 10.1177/0895904809351692</p> <p>Stipp, K. (2011). The role of access to health care for supporting the leaving of no child behind. Manuscript in preparation.</p> <p>Other, TBA</p>
In Class:	SSW role engaging students in the learning community Reprise: Solution-focused brief therapy

BIBLIOGRAPHY AND FURTHER READINGS

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Useful Websites:

Positive Behavioral Intervention and Supports

<http://pbis.org/>

Functional Behavioral Assessment Training Manual for School-Based Personnel

http://www.pbis.org/common/pbisresources/publications/PracticalFBA_TrainingManual.pdf

School-Wide Information System

<http://www.swis.org/>

Present Levels of Performance (PLOP)

http://www.learningabledkids.com/IEP_training/IEP_plop_sec_contents.htm

LD Online:

http://www.ldonline.org/indepth/legal_legislative/inclusion_bill_of_rights.html

Your child's rights

http://www.ldonline.org/article/Knowing_Your_Child%27s_Rights

LD Online for educators

<http://www.ldonline.org/educators>

Illinois RTI

http://www.isbe.net/spec-ed/pdfs/sped_rti_framework.pdf

http://www.isbe.net/pdf/rti_state_plan.pdf

Behavior Intervention Templates

<http://www.1edweb.com/fba%20forms.htm>

[http://schoolintervention.com/BEST Behavior.htm](http://schoolintervention.com/BEST_Behavior.htm)

<http://www.projectstay.com/pdf/BehaviorInterventionPlan.pdf>

Social Developmental Study

<http://www.iasw.org/pp-sds.htm>

<http://www.lasecfp.org/doc/Social-Developmental-Study.pdf>