

CALIFORNIA STATE UNIVERSITY, LONG BEACH



California State University at Long Beach
School of Social Work

SW665
[Semester, Year]

Office:
Hours:

School Social Work

Catalog Description

School social work practice emphasizes the home-school-community connection. School social workers intervene in multiple systems, providing support for students and families while bringing about change in school practices. Course content includes social work roles, education laws, evidence-based practice, and diversity. Letter grade only (A-F).

Course Objectives

School social work is one of the oldest specializations in the field of social work practice. This master's level course provides an ecological framework for guiding school social work practice. Emphasis is placed on school social work practice in urban, low-income, and multicultural neighborhoods and the role of the school social worker in advocating for and bringing about positive change.

Upon successful completion of this course, students will be able to:

- (1) Articulate the ecological approach to and dual focus of school social work practice including the roles of the school social worker.
- (2) Analyze the politics of the school setting including structural inequities and develop strategies to influence the formal and informal power structures to bring about positive change.
- (3) Identify the major requirements and components of school law in the areas of special education, ESSA and California school attendance, child maltreatment reporting and design school social work strategies to implement in support of these laws.
- (4) Choose strategies to encourage family involvement in their children's education among diverse populations.
- (5) Apply culturally-appropriate methods of assessing and intervening with children, families, the school system and the community to enhance children's academic and life success.
- (6) Analyze risk and protective factors and use empirically-supported practices when designing school-based MTSS prevention and intervention programs on all three tiers.
- (7) Demonstrate strategies that increase the likelihood of successful interdisciplinary collaboration.
- (8) Integrate knowledge of multicultural practice and social work ethics as they relate to social work in the school setting.
- (9) Differentiate reasons for and methods of evaluating school social work practice.

Course Format

The course will be presented in a number of formats including lecture, student presentations, small and large group discussion, games, and role plays. Cool videos will be shown as deemed appropriate.

Required Text

Massat, C. R., Kelly, M. S. Constable, R. (Eds.) (2016). *School Social Work Practice, Policy and Research*. 8th Edition. Chicago, Illinois: Lyceum. The book is on reserve in the CSULB library.

Journal articles will also be used to supplement the book. The readings can be accessed through reserves at the CSULB library ereserves https://csulb.libguides.com/er.php?course_id=57543. The password is "goschoolsocialwork!". Students should complete assigned readings prior to attending the class for which they are assigned. It is expected that students attend **ALL** class sessions since the successful completion of this course is required to receive a Pupil Personnel Service Credential. Course materials (powerpoint, supplemental material and announcements) are also posted on BeachBoard.

SSW PE 2.1 INTRODUCED
SSW PE 3.1 INTRODUCED

WEEKS 1 & 2
WEEK 1

- a. Introductions
- b. Course Orientation & expectations
- c. History of School Social Work

Objective: Students will acquire knowledge of the historical influences, including educational inequities (eg academics, discipline), on school social work practice.

Chapter 1 “The role of the school social worker” in *School Social Work Practice, Policy and Research*.

Cruthfield, J. Phillippo, K. L. & Frey, A. (2020). Structural racism in schools: A view through the lens of the national school social work practice model. *Children in Schools 41*(1), 187-193.

SSW PE 3.2 ASSESSED

In preparation for the course please watch: <https://csulb.kanopy.com/product/teach-us-all>. A brief reflection on this movie and response to peers will be due within the first three weeks.

SSW PE 10.1 INTRODUCED
SSW PE 2.1 INTRODUCED
WEEK 2
WEEKS 1 & 2

- a. **Sign up for Oral Presentations**
- b. Rationale for School Social Work
- c. Social Work in a Host Setting
- d. Ecological/Systemic Approach to School Social Work Practice

Objective: Students will articulate the ecological approach to ssw practice including the cultural and systemic aspects, and practice applying it to case examples by identifying strengths, challenges and potential interventions.

Chapters 2 “The characteristic focus of the social worker in the public schools,” & 3 “Moving through a land of wonders wild and new”: Grounding school social work practice in an organizational, ecosystemic understanding of the school,” in *School Social Work Practice, Policy and Research*.

Kelly, M. S., Frey, A., Thompson, A., Klemp, H., Alvarez, M., & Berzin, S. C. (2016). Assessing the national school social work practice model: Findings from the second national school social work survey. *Social Work 61*(1), 17 – 27.

SSW PE 8.1 INTRODUCED
SSW PE 8.3 INTRODUCED

WEEK 3

- a. Roles of the School Social Worker
 1. Counselor
 2. Consultant
 3. Broker/linker (Case manager)
 4. Educator
 5. Program developer
 6. Advocate

Objective: Students will identify the roles of the school social worker, understand the importance of role definition, and present selected roles to others in the context of a low-income, culturally-diverse school district.

Chapters 8 “School social workers: school-based consultants supporting a multitiered system of indirect service,” 22 “Policy development and the school social worker,” 27 “Teaching social skills in school settings & 28 “Working with groups in schools: Planning for and working with group process” in *School Social Work Practice, Policy and Research*.

Bye, L., Shepard, M., Partridge, J., & Alvarez, M. (2009). School social work outcomes: Perspectives of school social workers and school administrators. *Children & Schools* 31(2) 97 – 108.

Phillippo, K. L., Kelly, M. S., Shayman, E. Frey, A. (2017). School social worker practice decisions: The impact of professional models, training and school context. *The Journal of Contemporary Social Services* 98(4) 275-283.

SSW PE 2.2 INTRODUCED WEEK 4

- a. Assessment and Referral
 - 1. Comprehensive assessment
 - 2. Classroom observations
 - 3. The art of community referrals
- b. Family Involvement in Schools and School-based Programs
 - 1. Benefits and barriers to family involvement
 - 2. Encouraging multicultural family involvement in their children’s education

Objectives: Students will identify steps in making comprehensive ecological assessments including looking at the student, home, school and community, develop classroom observation forms and articulate strategies for making successful community referrals.

Students will examine reasons for, barriers to and strategies to promote multicultural family involvement in their children’s education at schools, home and the community.

Chapters 16 “The screening and assessment of adaptive behavior,” 30 “School social work practice with families of children at-risk” in *School Social Work Practice, Policy and Research*.

Jeynes, W. H. (2017). A meta-analysis: The relationship between parental involvement and Latino student outcomes. *Education & Urban Society* 49(1), 4 – 28.

O’Donnell, J. & Kirkner, S. L. (2014). The impact of a collaborative family involvement program on Latino families and children’s educational performance. *School Community Journal* 24(1), 203 – 226.

Harrison, K. & Harrison, R. (2014). Utilizing direct observation methods to measure social-emotional behaviors in school social work practice,” *School Social Work Journal*, 39(1), 17 – 33.

McDonald, L., Miller, H. & Sandler, J. (2015). A social ecological, relationship-based strategy for parent involvement: Families and school together (FAST). *Journal of Children’s Services* 10(3), 218-230.

SSW PE 4.3 INTRODUCED SSW PE 5.1 INTRODUCED SSW PE 7.1 INTRODUCED SSW PE 8.4 INTRODUCED

SSW PE 10.2 INTRODUCED

WEEK 5

WEEK 5

WEEK 5

WEEK 5

WEEK 5

- a. Prevention (MTSS tier I & II) programs
 1. Risk and Protective Factors
 2. Evidence-based programs to reduce risk factors while increasing protective factors

Objective: Students will identify empirically-supported risk and protective factors associated with delinquency, substance abuse, violence, school dropout and teen pregnancy, across cultures, and apply their knowledge to case examples. They will also analyze a range of evidence-based approaches to effective prevention in these areas which could be used on Tier 1 and 2.

Chapters 4 “Evidence-informed practice in the real world of school social work,” & 25 “Evidence-informed suicide prevention in schools” in *School Social Work Practice, Policy and Research*.

Hawkins, J. D., Catalano, R. F., & Miller, J. Y. (1992). Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention. *Psychological Bulletin*, 112(1), 64-105.

Brooks, J. E. (2006). Strengthening resilience in children and youth: Maximizing opportunities through the schools. *Children and Schools* 28(2), 69-76.

SSW PE 1.1 INTRODUCED

SSW PE 1.2 INTRODUCED

SSW PE 1.3 INTRODUCED

SSW PE 6.4 INTRODUCED

WEEK 6:

WEEK 6: Oral Presentations Begin

- a. School Law and the School Social Worker
 1. California Attendance Laws
 2. Every Student Succeeds Act (introduction to social-emotional learning)
 3. Confidentiality and ethical decision-making

Objectives: Students will identify the major requirements of California Attendance Laws (complete quiz), the purpose of Every Student Succeeds Act and decide the roles and/or programs a ssw might adopt in support of each of these laws.

Students will be exposed to the Family Educational Rights Privacy Act (FERPA) and how confidentiality and ethical decision-making works in schools.

Chapters 6 “The process of ethical decision-making in school social work,” 7 “Ethical and legal complexities for school social workers with confidentiality in schools,” 14 “School social workers and the prereferral process: Problem-solving teams and data-driven decision making,” in *School Social Work Practice, Policy and Research*.

Newsome, W. S, Anderson-Bucher, D., Fink, J., Hall, L. & Huffer, J. (2008). The impact of school social work services on student absenteeism and risk factors related to school truancy. *School Social Work Journal* 32(2), 21 – 38.

Rodriguez, L. F. & Conchas, G. Q. (2009). Preventing truancy and dropout among urban middle school youth, *Education and Urban Society* 4(2), 216 – 24.

Maynard, B. R., Kjellstrand, E. K. & Thompson, A. M. (2014). Effects of check and connect on attendance, behavior and academics: A randomized effectiveness trial. *Research on Social Work Practice* 24(3), 296-309.

SSW PE 1.2 INTRODUCED

WEEK 7

a. School Social Worker in Special Education

1. IDEA; IEPs
2. Steps in classifying as special education
3. Social work roles and special education
4. Effective involvement of diverse families in the special education process

Objective: Students will be able to articulate the key legal mandates of the IDEA, recognize procedural errors, select the tasks for a ssw in special education, and be sensitive to issues associated with inclusion. Practice activities will focus on identifying law violations.

Chapters 9 “Educational mandates for children with disabilities: School policies, case law, and the school social worker,” 15 “School social workers and the special education process from assessment to individualized education programs to school social work services,” & 31 “Promoting social-emotional learning for children with special needs,” in *School Social Work Practice, Policy and Research*.

Distribute Mid-term Questions

SSW PE 6.2 INTRODUCED

WEEK 8

a. Political Environment of the School

1. Formal and informal power brokers
2. Strategies to win friends, influence people and work effectively with diverse populations to bring about change
3. Types of power

Objective: Students will identify diverse formal and informal power brokers and stakeholders within and outside the school setting and strategies to work collaboratively with, increase their power to influence, advocate for or make changes within the school setting.

Chapters 19 “Policy practice and the school social worker,” 21 “Schools as organizations,” & 23 “Making school social work visible, viable and valued,” in *School Social Work: Practice, Policy and Research*.

Lee, L. J. (1983, August). The social worker in the political environment of a school system. *Social Work*, 302-306.

McCullagh, J. G. (1982). Survival strategies for school social workers. *Social Work in Education*, 4(3), 5-15.

WEEK 9: Mid-term exam

SSW PE 3.3 INTRODUCED

SSW PE 6.1 INTRODUCED

SSW PE 8.2 INTRODUCED

WEEK 10

WEEK 10

WEEKS 10 & 11

a. Collaboration

SSW PE 3.3 PRACTICED

SSW PE 6.1 PRACTICED

SSW PE 6.2 PRACTICED

SSW PE 8.2 PRACTICED

Objective: Students will learn benefits of and barriers to collaboration while engaging in activities that demonstrate behaviors that help or hinder successful collaboration so they will become more effective at working with others in the school setting.

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D'Agostino, C. (2013). Collaboration as an essential school social work skill, *Children and Schools* 35(4), 248 – 25

SSW PE 3.2 INTRODUCED

SSW PE 5.2 INTRODUCED

SSW PE 6.3 INTRODUCED

SSW PE 7.2 INTRODUCED

SSW PE 8.2 INTRODUCED

WEEK 11

WEEK 11

WEEK 11

WEEK 11

WEEKS 10 & 11

- a. Multitiered systems of support
- b. Introduction to evidence-based trauma, restorative justice, social emotional learning programs

Objectives: Students will describe MTSS and evidenced-based strategies that can be used on all three tiers, be introduced to trauma, restorative justice and social emotional learning, and investigate and report on evidence-based approaches related to trauma, restorative justice or social emotional learning. MTSS interventions will focus primarily on behavior and positive discipline and include how policies can impact each area.

Mullet, J. H. (2014). Restorative discipline: From getting even to getting well. *Children and Schools* 36(3) 147 – 162.

Sabatino, C. A. (2013). Response to intervention: A guide to scientifically based research for school social work services, *Children and Schools* 35(4), 213 – 223.

Joseph, A. A., Wilcox, S. M., Huilica, R. J. & Hansen, M. C. (2020). Keeping race at the center of school discipline practices and trauma-informed care: An interprofessional framework. *Children & Schools* 42(3), 161-170.

Select one of the following topics to explore in more depth using these or additional resources found on Beachboard:

<https://cbitsprogram.org/> (middle/high school level trauma training on Cognitive Behavior Intervention in Schools)

<https://bouncebackprogram.org/> (elementary school level trauma training on Cognitive Behavior Intervention in Schools)

<https://www.chconline.org/resource/library/the-trauma-informed-classroom-creating-a-safe-supportive-learning-environment-presentation-video/> (creating trauma-informed classrooms)

http://www.restorativeresources.org/uploads/5/6/1/4/56143033/rj_what_it_is_and_is_not.pdf (restorative justice)

<http://restorativesolutions.us/videos-on-restorative-practices-in-schools> (a variety of videos on restorative justice)

https://www.mindfulschools.org/inspiration/restorative-justice-in-schools-sel-in-action/?gclid=Cj0KCQjw0rr4BRCtARIsAB0_48NoMg5BrG-LINBM0GFugLlgaNuLJo-GJomY9W1qrE03QRVMU50HpfcaAkp6EALw_wcB (restorative justice levels in Oakland CA)

<https://rti4success.org/resources/training-modules> (MTSS)

<https://casel.org/core-competencies/> (social emotional learning)

<https://casel.org/resources-videos> (variety of videos on social emotional learning)

SSW PE 1.2 PRACTICED

SSW PE 1.4 INTRODUCED

SSW PE 1.4 PRACTICED

WEEK 12

- a. Child maltreatment (Kahoots Quiz)
- b. School Bullying, Violence and Sexual Harassment
 1. bullying training

<https://www.stopbullying.gov/resources/training-center/bullying-prevention-training-course> (optional)

Objectives: Students will understand mandated reporting laws (complete quiz), recognize how to report to and work with child protective services as well as strategies for improving collaboration between CPS and the schools.

Students will review the impact of bullying and sexual harassment, laws related to these challenges, and strategies to reduce and prevent these occurrences.

Chapters 13 “Bullying and sexual harassment in schools,” 24 “Developing safe, responsive, and respectful school communities: Evidence-informed tier 1 interventions,” & 26 “Evidence-informed tier 2 behavioral interventions for at-risk students,” in *School Social Work Practice, Policy and Research*.

Jonson-Reid, M., Kim, J., Barolak, M., Citerman, B., Laudel, C., Essma, A., Fezzi, N., Green, D., Kontak, D., Mueller, N., & Thomas, C. (2007). Maltreated children in schools: The interface of school social work and children welfare. *Children & Schools* 29(1) 182 – 191.

Slovak, K. & Singer, J. B. (2011). School social workers’ perceptions of cyberbullying. *Children and Schools* 33(1), 5-16.

Canwood, N. D. (2012). Addressing interpersonal violence in the school context: Awareness and used of evidence-supported programs. *Children & Schools*, 35(1), 41 – 52.

SSW PE 2.3 INTRODUCED

SSW PE 8.5 INTRODUCED

WEEK 13

WEEK 13

- a. Crisis Intervention

b. Multicultural Issues in Schools

1. Video: Fear and Loathing at Hoover Elementary

<https://csulb.kanopy.com/video/fear-and-learning-hoover-elementary>

Objectives: Students will recognize common strategies and policies for crisis intervention used in the school setting.

Students will evaluate the racial, political, economic inequities and systemic discrimination facing populations of color in the schools and reflect on practice using a cultural humility framework.

Chapters 11 “A history of the education of African American children,” 20 “Tackling oppression in schools: Skills for school social workers,” & 33 “School-based trauma-informed care for traumatic events: Clinical and organizational practice” in *School Social Work Practice, Policy and Research*.

Sy. S. R. (2006). Rethinking parent involvement during the transition to first grade: A focus on Asian American families. *The School Community Journal* (12)1, 107 – 125.

Teasley, C. (2004). School social workers and urban education reform with African American children and youth: Realities, advocacy and strategies for change. *The School Community Journal*, 14(2), 19 – 38.

Garcia-Reid, P. & Reid, R. J. (2009). Finding our voices: Empowering Latino students through partnerships with school social workers. *School Social Work Journal* 33(2), 57 – 69.

Givson, P.A. & Haight, W. (2013). Caregivers’ moral narratives of their African American children’s out-of-school suspensions: Implications for effective family-school collaborations. *Social Work* 58(3) 263-272.

Stone S. (2017). Racial equity and school social work. *Psychology in Schools* 54, 1238–1244.

SSW PE 4.1 INTRODUCED
SSW PE 4.2 INTRODUCED
SSW PE 7.3 INTRODUCED
SSW PE 9.1 INTRODUCED
SSW PE 9.2 INTRODUCED
SSW PE 9.3 INTRODUCED
SSW PE 10.3 INTRODUCED

WEEK 14
WEEK 14
WEEK 14
WEEK 14

a. School social work with vulnerable populations

1. youth who are homeless
2. students who are GLBTQ

a. Video: Bullied.

<https://www.youtube.com/watch?v=MVrUu-AUcio>

3. Evaluation of Practice Effectiveness

Objectives: Students will discuss educational challenges and systemic inequities facing children who homeless and/or GLBTQ and relevant laws and regulations protecting these populations.

Students will recognize importance of evaluating ssw practice and articulate multiple methods for collecting data, evaluating and strengthening ssw services. Evaluation strategies will include used of existing data, single subject design, surveys including standardized instruments in multiple areas (family involvement, socioemotional learning, school climate), and focus group data.

Chapters 12 “Policy and law affecting school social work with vulnerable populations,” 17 “Needs assessment: A tool of policy practice in school social work,” 18 “Practitioner research in the schools: becoming an agent of change,” & 29 “Evaluation of school-based counseling groups,& 32 “Evidence-informed mental health practice in schools,” in *School Social Work Practice and Research*.

McCormick, A., Schmidt, K. & Clifton, E. (2015). Gay–straight alliances: Understanding their impact on academic and social experiences, *Children and Schools, 37*(2), 71-77.

Hendriks, G. E. & Barkley, W. M. (2011). The academic effect of homelessness: An important role for school social workers. *School Social Work Journal, 36*(1), 80–94.

Hopson, L. & Lawson, H. (2011). Social workers’ leadership for positive school climates via data-informed planning and decision-making. *Children & Schools 33*(2), 106-118.

Whittlesey-Jerome, W. (2013). Results of the 2010 statewide New Mexico school social work survey: Implications for evaluating the effectiveness of school social work practice. *School Social Work Journal, 37*(3), 76 – 87.

Israel, K. & O’Donnell, J. (2016). Progress monitoring and data-based decision-making. In L. Villarreal Sosa, T. Cov & M. Alvarez (Eds.). *School Social Work: National Perspectives on Practice in the Schools*. Oxford Press, 193 – 207.

WEEK 15: FINAL PAPERS DUE

Course Assignments

Each student will be required to complete a research term paper and make a classroom presentation on a school social work topic of his/her choice. The paper and presentation can be done individually or in teams of two. A mid-term written examination is also required. Two brief written reflections will be completed in Beachboard. The grades for the class will be determined on the following percentages. All grades will be posted within a week of assignment completion except for participation which will be assigned after the last class session. Students can learn how to access grades on Beachboard at <http://www.csulb.edu/academic-technology-services/instructional-design/student-support/student-beachboard-support>.

- | | | |
|---------------------------|--------------|----------|
| 1. participation 10% | 90 - 100 = A | |
| 2. class presentation 25% | 80 - 89 = B | |
| 3. research paper 27% | 70 - 79 = C | |
| 4. mid-term exam 28% | 60 - 69 = D | < 60 = F |
| 5. brief reflections 10% | | |

Class Participation

Class participation refers to on-time attendance as well as involvement in classroom discussions and activities (good humor and laughing at the instructor's jokes). Participation will be graded on a 100 point scale.

Objective: Student will develop skills in working with small groups and presenting to the class.

SSW PE 8.1 ASSESSED

SSW PE 8.4 ASSESSED

Classroom Presentation

Each student or two-person team will be required to make a 10 minute presentation to the class on a topic related to school social work. The presentation will cover the topic the student chooses for his/her research paper. The presentation may be in any format including lecture, small group discussion or experiential learning. Presentations will be scheduled the second day of class and will begin during **Week 7**. The presentation will be graded on a 100 point scale. **Both content and methods of presentation will be considered in assigning grades (style of presentation, quality of research/information provided, use of visual aids and handouts, staying to the assigned presentation length, school social work practice related to your topics including cultural aspects and disparities, and the roles of the school social worker, quality and number of the references).** SEE DESCRIPTION ON RESEARCH PAPER FOR GUIDANCE ON THE TYPE OF SOURCES YOU SHOULD USE TO ENSURE A QUALITY PRESENTATION. The grading criteria and point assignment for the presentation is on the next page of this syllabus. Your visual presentation will be submitted via Beachboard Dropbox on the date your presentation is due.

Objective: Student will develop skills in preparing and presenting school social work topics to large groups.

SSW PE 2.1 ASSESSED

SSW PE 3.1 ASSESSED

SSW PE 5.1 ASSESSED

SSW PE 5.2 ASSESSED

SSW PE 10.2 ASSESSED

Research Paper

Research Paper

Research Paper

Research Paper

Each student or team will be responsible for completing a 14-16 page research paper on the same topic he/she presents in class. The paper must be documented with articles from **relevant professional literatures and properly cited using the APA format**. Care should be used to ensure that the ideas of others (even those that are paraphrased) are cited appropriately in the text of the paper or the student will be asked to redo the paper. The APA manual is helpful in addressing citation issues and questions may also be addressed with the course instructor. **This paper is a research paper and, as such, should reflect information gathered from professional literature (primarily refereed journals and, to a much lesser extent, scholarly books) rather than the experiences of the student or opinions of professionals in the field or on current programs that do not have a research base. Although some Internet sites may be appropriate, care should be taken to ensure that information reflects a good research base and comes from a creditable source—not advocacy groups. Internet sources that summarize research from other places are secondary sources and original work should be cited. Please note that popular magazines (Time, People, U.S. News and World Report), school district manuals/websites and newspapers are not professional academic journals and are not considered appropriate for this paper. Published articles are typically held to a higher standard and must constitute the majority of your references. Inequalities related to your topic related to diversity should be addressed. The paper must also include implications for or linkage to the ecological approach and the roles of the school social worker as related to the topic specifically addressed in your paper. The school social work section can be draw both from the literature and from your own ideas regarding ssw roles.** Papers will be graded on a 100 point scale. Late papers will be penalized 5 points a day until they are turned in. The grading criteria and point assignment for this assignment is on the next page of this syllabus. Papers will be submitted via Dropbox and go through Turnitin. Additional Information on the paper can be found under Beachboard; Content; Paper Grade and the point assignment for paper on next page.

Objective: Student will synthesize evidence-based material on selected topic related to school social work and apply this knowledge to school social work practice.

Mid-Term Exam

The mid-term exam will be an in-class, written essay assignment. Questions will be distributed two weeks prior to the mid-term. The mid-term will be graded on a 100 point scale.

Objective: Student will demonstrate critical thinking skills and school social work knowledge by applying concepts to practice.

SSW PE 7.2 ASSESSED

SSW PE 8.2 ASSESSED

SSW PE 8.3 ASSESSED

Brief Reflections

Brief Reflections

Two brief written reflections will be required for the course and will be shared with the whole class via the Beachboard Discussion. Each reflection will be graded on a 100 point scale. The first reflection will focus on the movie, “Teach Us All,” which explores historical and recent educational and school racial and socioeconomic inequities. Students will respond to the prompt question and reply to the post of one other classmate. The second brief reflection is focused on a self-selected, evidenced-based approach to supporting students in schools including trauma-focused interventions, restorative justice, social emotional learning and MTSS. The reflections will be graded on a 100 point scale (50 points maximum for each).

Objective: Student will demonstrate ability to think critically about school inequities and EBP in schools.

Presentation Grade Sheet

Style of Presentation (10 points) _____
(eye contact, appropriate amount of information, gestures, speaking, organization)

Use of Visual Aids & Handouts (5 points) _____

Quality of Content Provided (70 points) _____
(quality of research presented on topic and references used—follow paper reference guidelines)

School Social Work and School Social Work Roles (15 points) _____
(ssw roles/activities/approach)

Creativity of Presentation (3 points) _____
BONUS POINTS

Paper Grade Sheet

Organization (10 points)
(overview, headings, citations)

Writing Style (5 points)
(complete sentences, edits, good writing)

Substantive Information and Research (65 points)
quality of research and references used

School Social Work Practice and School Social Work Roles (20 points)
(sww roles/activities/approach)

UNIVERSITY (U) SCHOOL(S) AND INSTRUCTOR (I) POLICIES- 2020-2021

POLICY REGARDING EMAIL ADDRESS FOR ALL OFFICIAL UNIVERSITY EMAIL CORRESPONDENCE TO STUDENTS (U)

In response to increasing phishing attacks and cyber scams, the university will implement a change on August 2, 2018 that all official CSULB announcements and notices will be sent to your campus-provided “BeachMail” (Outlook) email account. This change means that official University email communications will be sent to your @student.csulb.edu email account only.

As part of this change, *you will no longer be able to assign a third-party email address (e.g., Gmail, Hotmail, Yahoo, etc.) as your “preferred” email account in MyCSULB.* However, if you wish to continue receiving official campus communication at your personal email accounts, you may [Use Rules to Automatically Forward Messages](#) from your BeachMail account to your preferred personal email account. You can access your [BeachMail](#) (Outlook) account within the campus [Single Sign-On](#) (SSO) service. If you have any questions about this service update, please contact DoIT-ServiceManagement@csulb.edu or the Technology Help Desk at (562) 985-4959.

Statement of Non-discrimination (U)

<http://catalog.csulb.edu/content.php?catoid=2&navoid=34#nondiscrimination-policy>

Protected Status: Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion or Religious Creed, and Veteran or Military Status.

The California State University does not discriminate on the basis of age, genetic information, marital status, medical condition, nationality, race or ethnicity (including color and ancestry), religion (or religious creed), and veteran or military status - as these terms are defined in CSU policy - in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Larisa E. Hamada, Director of campus Equity & Diversity has been designated to coordinate the efforts of California State University, Long Beach to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at larisa.hamada@csulb.edu, 6300 State University Dr. #120, Long Beach, CA 90815, (562) 985-8256. CSU Executive Order 1097 Revised October 5, 2016 (www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf) (or any successor executive order) is the system-wide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

Preferred Gender Pronoun (U)

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change. To submit a request, go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

Statement of Accessibility (U)

http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/

All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all students and upon request provide the format need for the student. Instructors can access best practices at the following link.

Accommodation (U)

It is the student’s responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines).

Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs.

Students who require additional time or other accommodation for assignments must secure verification/assistance from the

Bob Murphy Access Center (BMAC) (formerly DSS). The telephone number is (562)985.5401 and they are located in the Student Success Center (SSC) Room 110. Email address is BMAC@csulb.edu.

Accommodation is a process in which the student, BMAC, and instructor each play an important role. Students contact BMAC so that their eligibility and need for accommodation can be determined. BMAC identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a BMAC Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the BMAC office.) The instructor welcomes the opportunity to implement the accommodations determined by BMAC. Please ask the instructor if you have any questions.

Campus Behavior (U)

General Policies

CSULB Statement on Civility and Acts of Violence

<http://catalog.csulb.edu/content.php?catoid=2&navoid=34#csulb-statement-on-civility-and-acts-of-violence>

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate.

The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies.

To fulfill this policy, the University strives: 1) to prevent violence from occurring; and 2) to enforce local, state, and federal laws, as well as University regulations, regarding such conduct. The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents (i.e., acts and threats) will be aggressively investigated. Allegations that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution.

Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others. (Approved October 1997)

Classroom Expectations

All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior

It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

School of Social Work Policy Regarding Application of the NASW Code of Ethics in all Classes (S)

The [NASW Code of Ethics](#) outlines a set of core values that form the basis of social work's purpose and perspective.

The core values are:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

The School of Social Work also applies the Code to classroom interactions and comportment. That is, students as

emerging professionals are expected to maintain confidentiality, respect for difference and are expected to take personal responsibility for timely attendance and consistent commitment to the learning experience by being active and responsible members of each class or group.

The School of Social Work considers all students as citizens who are subject to all federal, state and local laws in addition to regulations that exist as part of their responsibility to the School/College/University governing student conduct and responsibility. A student may be suspended or disqualified from the BASW or MSW program for violating laws, rules or regulations.

Cheating and Plagiarism (U)

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cheating-and-plagiarism>

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgment of an original author or source must be made through appropriate references, (i.e., quotation marks, footnotes, or commentary). Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult with the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by: (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating

Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action

One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

- a. Review – no action.
- b. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
- c. A requirement that the work be repeated;
- d. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;

- e. Assignment of a failing final grade;
- f. Referral to the Office of Student Conduct and Ethical Development for possible probation, suspension, or expulsion.

Attendance Policy (U/S)

Attendance

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30>

Students are expected to attend classes regularly. Classroom participation is a necessary and important means of learning and is essential to the educational objectives of all MSW and BASW courses. Faculty members may drop students who fail to attend class during the first week of the semester. However, students should not presume that they will be dropped by the faculty member. Students who have registered for a class, but never attended, should verify whether or not they are officially enrolled. It is the student's responsibility to withdraw officially from the class.

Excused Absences

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

- a. Illness or injury to the student
- b. Death, injury, or serious illness of an immediate family member or the like
- c. Religious reasons (California Education Code section 89320)
- d. Jury duty or government obligation
- e. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty are not obligated to consider other absences as excused and may require students to provide documentation for excused absences.

Extended or Multiple Absences

Attendance in all Social Work classes is crucial since student participation is essential. This is particularly true for School Social Work since certain content must be covered for students to be eligible for the PPSC. Absences impact a student's academic work and performance as well as the participation of other students. Participation points will be deducted for every absence. To gain full participation points each week, students must be on time and stay the entire class. Students who anticipate extended or multiple absences during a particular semester should consult with the Graduate Program Coordinator before enrolling in this class to determine whether it will be possible to complete the course requirements successfully.

Medical-Restriction and Disability-Related Absences

Attendance related matters involving a medical restriction or disability must be reviewed and approved as soon as possible by the Bob Murphy Access Center (BMAC formerly DSS) at (email: BMAC@csulb.edu, telephone: (562) 985-5401, location: Student Success Center (SSC) Room 110). BMAC is the University office authorized to review medical documentation and authorize reasonable accommodations for academic-related matters based on a disability or medical restriction(s).

References: Class Attendance – Academic Information, Policies and Regulations, Course Catalog

http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html

Academic Senate – Attendance Policy, Policy Statement 01-01

http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/

Visitors to Classes (U)

Only students registered for the class either as regular students or as auditors and invited guests of the instructor may attend classes at CSULB. Persons wishing to become guests of the instructor should seek the instructor's permission prior to the beginning of the class session.

Withdrawal (U)

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cancellation-of-registration-or-withdrawal-from-csulb>

Cancellation of Registration or Withdrawal from CSULB

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available online at the [Enrollment Services website](#).

Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

Withdrawal Policy (U)

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

Withdrawal during the first two weeks of instruction:

Students may withdraw during this period and the course will not appear on their permanent records.

Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:

Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction:

Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Limits on Withdrawal:

No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:

Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,

Withdrawals in terms prior to fall 2009 at CSULB,

Withdrawals at institutions other than CSULB, and

Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

Catastrophic Withdrawal

CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

- a. The Petition to Withdraw from Classes in the Final Three Weeks of Instruction and the appropriate Catastrophic Withdrawal Request (Medical or Beyond Student's Control) is submitted to Enrollment Services by the published

deadlines,
and

- b. The student presents evidence to demonstrate that a severe medical condition or other circumstances beyond the student's control prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Incomplete Grades (U)

An "Incomplete" grade ("I") signifies that a portion of the required coursework (normally not more than one-third) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons, and that there is still a possibility of earning credit. In cases where more than one-third of the work is outstanding, but the instructor feels that an "I" is appropriate, a justification must be provided. It is the responsibility of the student to bring pertinent information to the instructor to reach agreement on the means by which the remaining course requirements will be satisfied. Agreement to the conditions for removal of the incomplete shall be in writing with the instructor.

Confidentiality and Respect (I)

Students should know that social workers are expected to honor confidentiality. This means that the nature of the discussions regarding individual student comments should remain in the classroom. Issues that social workers must discuss can be challenging and uncomfortable. Students should know that social workers are expected to be respectful of each other's concerns and always respect age, ethnicity, gender, sexual orientation, cultural diversity, and spirituality. Professional behavior is expected in the classroom.

Writing Skills and Late Assignments (I)

All assignments are due on the dates indicated in the course schedule. Late assignments will automatically receive a 5 point reduction for each day they are late. Please try to plan your work accordingly; everyone has emergencies that arise. Those students who struggle to get their work in on time perceive negotiating individually with students as unfair. On all assignments, points are also assigned to writing style: use of complete sentences, correct grammar and spelling, and checking for editorial corrections. In other words, a student cannot receive an "A" on an assignment if it is poorly written. Please keep in mind that when a paper is poorly written, it usually detracts from the content. Please contact the Social Work Librarian for guidance on APA formatting if needed.

Use of Academic Technology (I)

This course makes use of academic technology, including the Internet websites, e-reserves, and BeachBoard. Students are required to make use of this technology to fulfill the requirements of this course. To participate in the academic technology elements of this course, students must have access to, and be able to use, a computer equipped with Adobe Acrobat Reader 6.0 (or later version) and word-processing software capable of reading Microsoft Word and PowerPoint files. Whatever Internet service provider is used, it must be capable of accessing BeachBoard, and Acrobat files.

Use of Turnitin Technology (I)

Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your paper in such a way that no identifying information about you is included. Another option is that you may request, in writing from your instructor, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

CSULB Technology Help Desk

The CSULB Technology Help Desk is available for all students. This office can help resolve a wide range of computer issues. Contact: 562-985-4959 or visit them on the web at http://www.csulb.edu/divisions/aa/academic_technology/thd/.

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SSW PE 10.1 PRACTICED

YOU ARE THE SCHOOL SOCIAL WORKER

Kristy is a recently referred second grader who is mildly hearing impaired. This is her first time in a regular classroom since at her prior district, all hearing impaired children were served in small, self-contained classrooms. Her teacher is concerned about Kristy because she sometimes throws fits and has difficulty in relating to other children. He reports that other children are refusing to play with her because they think she is bossy and strange. In meeting with Kristy's parents, it becomes apparent that life in the home revolves around Kristy's desires. Kristy seems to manipulate the family by playing on her handicap or throwing tantrums. The mother, in particular, is very protective of Kristy. She frequently voices the concern that Kristy will not make it in a regular classroom and that the teacher does not understand about her hearing problem. The family has undergone a number of changes recently including a major geographic relocation. The father has taken a new job in this community at a pay cut so he would not have to travel so much.

What are the strengths?

What are the challenges?

What are the possible interventions?

SSW PE 2.1 PRACTICED

SSW PE 7.1 PRACTICED

SSW PE 8.1 PRACTICED

YOU ARE THE SCHOOL SOCIAL WORK EXPERT

YOU ARE THE SCHOOL SOCIAL WORK EXPERT

YOU ARE THE SCHOOL SOCIAL WORK EXPERT

As a known school social work expert, you have been asked to consult with the Fulmore (not its' real name) School District to provide information to help them develop a brand new school social work program in their district. This district has not had school social workers before.

The district has 30 elementary schools, 5 middle schools and 3 high school. The district students are 45% Latinx, 25% African American, 15% Asian Pacific Islander and 15% White. Eighty-seven percent of the student body qualifies for free and reduced lunch (a measure of socioeconomic status). The graduation rate is 30% and large numbers of students are reportedly chronically absent and possibly involved in substance use and delinquent activities. At present, the academic performance is low, with only about 40% of students meeting grade expectations. Few family members are involved in the school and parents and teachers seem to distrust one another. There is little communication between the two groups. The School Board would like to utilize your vast experience and knowledge to design the “perfect” school social work program.

The 6 minute presentation your group will make (to a group of parents and school staff) should answer the following questions:

1. What is the practice framework school social workers use? How are school social workers different from other helping professionals the district may hire?
2. What do you see as the 3 most important roles for the social worker to concentrate on during the first year? Why do you believe these are the most important?
3. How many school social workers should the district hire? Where would they be located
4. What services might be limited due to the roles you have recommended as most important?

SSW PE 4.3 PRACTICED

SSW PE 5.1 PRACTICED

SSW PE 7.1 PRACTICED

SSW PE 10.2 PRACTICED

Risk & Protective Factor Class Activity**Risk & Protective Factor Class Activity**

Risk & Protective Factor Class Activity

Risk & Protective Factor Class Activity

Please complete a separate risk and protective factor assessment for each of the following scenarios. Then imagine that large numbers of children in your schools have similar factors present in their lives.

Given the risk and protective factors, you have identified, what evidenced-based programs would you advocate to be implemented as part of a comprehensive strategy to reduce substance use, delinquency, school dropout, teen pregnancy and violence in your school district. Remember, you took the pledge!!!!

Carmela is a 12 year old Latina girl. After three moves in the last year, she is currently living with her parents in a transient hotel. Both her parents are unemployed and it appears that her father has a substantial drinking problem, possibly even alcoholism. Although Carmela is very close to her supportive mother, the school social worker suspects there may be domestic violence in the home. Carmela always does well academically in school. Her math teacher reports that her grades are good and that Carmela often stays late to help her after school. Sometimes they get a coke and talk about Carmela's future education and career plans. Carmela has also joined the art club and has begun to make friends with others with similar goals. However, since moving to the hotel, Carmela has been seen, a couple of times, with some older neighborhood boys who have been in trouble with the law.

Mark is a seven year old African American boy who has lived all of his life in the same house in an upper middle class neighborhood with his parents and older sister. Mark and his family are very active in their church and participate in numerous African American cultural groups and events. Mark especially enjoys and does well in his Sunday school class and his drumming classes. Mark's parents take parenting seriously and even went to parenting classes prior to having children. Mark gets along well with both his mother and father and usually behaves appropriately at home. However, Mark has always been a very impulsive and attention-seeking child. He is a "dare devil." Since starting school, he has gotten into frequent fights with other children and rarely, if even, does what the teacher wants. He has difficulty academically and is very reluctant to complete his homework and sometimes even to go to school. Last week, he left school and was caught shoplifting with two other boys who also have behavior problems at school.

SSW PE 1.2 PRACTICED

Special Education Roleplay; volunteer students act out roles below before classmates which include special education law violations & other students identify the type of violations that occur.

Individualized Education Plan (IEP) meeting

Your school is holding an IEP meeting to talk about Evangelina, a ten year old girl you who has cerebral palsy and is confined to a wheel chair. She has extreme difficulty communicating verbally. Your team must discuss the findings of the assessment project and decide on goals and services. However, some of your members are totally out of touch with special education laws and may, inadvertently, of course, make some plans or suggestions that are not legal. Please quickly decide who should take each role and convene your team meeting. Play the part described below (including any violations). You may interject in the conversation as you and the team choose.

Principal

You are greatly concerned about the extra burden that having Evangelina here will cause. You do not want to have to deal with inconvenience like physical therapy because that is expensive and the school does not have money. You believe it is much better for children with these challenges are much better off if they are at special schools that specialize in these things. Also you have concerns regarding bullying and fitting in with other children. You should insist a couple of times that the parent should

send the child to the Willow school since that is the best place for her to learn.

School Psychologist

You start the meeting by giving the results of the testing you completed. Tell the group that Evangelina scored a 59 on the WISC-R and a 23 on the PEDC—that means she is a DCP and will never really be able to communicate with others. If the parent asks what that means, let him/her know that it is not important for him/her to know the details. If pressed, say something like you really have to be an expert and highly trained to understand the results of these tests. When the parent tries to share the results of external testing, tell him/her that, under the law, the team does not have to look at other testing.

Special Education Teacher

You want to try to avoid tension between the mother and the school psychologist. So interject and say that you have been reviewing the results of the testing and believe Evangelina should start working on basic number recognition. However, until you get to know her better, you don't want to set any goals or put too much pressure on her. Somewhere you should interject that the extended-school year would probably not be appropriate for Evangelina since it is tiring to go to school so much. You should be "kind" and "supportive" to mom while you violate the law.

Regular Education Teacher

You do not feel trained to deal with a child of this nature and have a lot of concerns about having her in your classroom. You should say, at some point, that you do not believe that she should participate in art or music in regular education classrooms since it would be difficult for her to participate. Also, that, if she does have some regular education classes, she would have to be tested in the same way as everyone else.

School Social Worker

You think it would be helpful for Evangelina to have some SSW services so you will drop by to see her every once and awhile. When the parent asks about where he/she can appeal the decision of the team, tell them the team makes the entire decision and no one else has a say. You can suggest, when parent keeps pressing, you can say the parent is likely in denial. Also say the speech therapist couldn't come today but that you would like to summarize the report.

Parent

You need to be a strong advocate. When the school psychologist gives the test results, press him/her to understand what she means. Let them know that Evangelina has long worked with experts for communication and that you have test results to share with them. Also she has a special key board at home that allows her to communicate and you want to know why she wasn't tested. You do not want her in a "special" school but want her in a regular education classroom as much as possible. Also question why the speech therapist is not at the meeting. Ask for more specific goals and when you get really frustrated, ask who you contact because you are not happy with the results of the meeting. Overall, you believe the school is trying to avoid its responsibility to your child.

SSW PE 1.2 ASSESSED

SSW PE 2.2 ASSESSED

SSW PE 4.3 ASSESSED

SSW PE 7.1 ASSESSED

School Social Work Exam

Please answer the following questions. All questions are worth 20 points.

1. The Fulmore School District has received funding to develop a school social work program. The ethnic mix in the district is 44% Latinx, 27% African American, 23% Asian American, 5% Native American and 1% White. Eighty-five percent of the students are from low-income families. The graduation rate is about 70% and large numbers of students are reportedly involved in drug use and delinquency. Few family members are involved in the schools and relations with teachers are strained. For the superintendent, please explain the ecological approach to school social work practice. Then fully describe the three social work roles you believe the new social workers should primarily focus on in the coming school year and explain your rationale. What factors about the district relate to the decision you have made on the primary role responsibilities?

2. Schools are often described as political entities and effective school social workers must understand the formal and the informal power structures both inside and outside of the school system they may need to influence to achieve their goals. Please do the following: (a) identify formal and informal power groups the school social worker must interact with inside and outside of the school and (b) suggest multiple methods and strategies a school social worker might use to influence each of these various power structures.

3. An important part of the school social work role is within the realm of special education which is heavily prescribed by law. Name five of the major rights accorded to special education students. Describe the special education process **in detail** from the identification of a child with possible needs to placement or non-placement in special education services. At each step, suggest the tasks a school social worker might undertake to aid children, families and the schools through the process.

4. Your district is having severe trouble with delinquency, substance abuse, school dropout, violence and teen pregnancy. Assuming you have a lot of money and time, design comprehensive prevention program that will reduce involvement in these behaviors. Remember your interventions should be designed so that risk and protective factors will be decreased or increased. What **specific** risk factors will your interventions decrease? What **specific** protective factors will your interventions increase? What interventions will you use to reduce risk factors while increasing protective factors? **Make sure there is a logical connection between the risk and protective factors you are target and the empirically-supported interventions you choose.** Programs covered in lecture and in the readings should be helpful in your design. What research supports the likelihood that your intervention will be successful?

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5. In what ways is family involvement in schools beneficial to children, families and schools? What are some barriers to multicultural family involvement in schools? What are strategies to increase multicultural family involvement in the schools?

Bonus (3 points). List three things you would do as part of a comprehensive assessment after receiving a referral.