

**UNIVERSITY OF SOUTHERN CALIFORNIA
SCHOOL OF SOCIAL WORK**

S.W. 614 - Social Work in Educational Settings - FALL 2007

Professor Ron Avi Astor, Ph.D.

Class Time: Section 1: Thursday 8-11 a.m.

Section 2: Room: Thursday, 1-3:50 p.m.

Building/ Room: City Center, TBA

Office: 319 MRF BUILDING (on Thursdays I'll have an office space in CC to be announced)

S.W. Phone: 213-740-0296; Cell number: 818 613 3459

Office Hours SW: THURSDAY, 11-12; or 4-5 or by appointment.

E-mail address: rastor@usc.edu (email is one of the quickest ways to get hold of me if you have any questions or issues that are time sensitive)

COURSE OUTLINE

Course Description

This course offers an orientation to social work practice in schools. You will become familiar with traditional social work roles and practices in schools as well as with emerging trends, such as the movement toward school-linked services and issues related to No Child Left Behind. The course will address methods for prevention and intervention with children at risk for school failure, as well as other behavioral and mental health problems. This course will present knowledge and critical skills for analyzing educational programs and policies for preschool, elementary, and secondary schools functioning under public and private auspices. The five topical areas will include: 1) an overview of educational programs and policies in the United States for individuals of all ages and their families; 2) the structure and policies for educational institutions at the elementary, secondary, technical, and vocational levels; 3) issues and needs arising from economic and social discrimination that can be addressed in educational settings; 4) issues about the right to education of oppressed and special populations (including children and youth with mental, physical, and emotional disabilities, economic and geographic disadvantages, and diverse ethnic and linguistic backgrounds); and 5) the roles of social work and social workers in enhancing educational opportunity and performance. Noteworthy social work programs in various educational institutions and settings will be analyzed, and proposals for change will be formulated to enhance educational achievement and well-being.

Course Objectives

Upon completion of the course, students will be able to:

1. Describe the social, economic, and demographic changes that influence the development and educational performance and needs of infants, children, youth, and young adults at various learning levels.
2. Describe the processes of educational policy formulation, especially those related to needs and problems experienced by populations at risk.
3. Analyze at least one major issue or policy in contemporary education in the U.S. and develop implications for social work intervention.
4. Explain the various roles and functions of social workers working in educational settings; these may include: conflict mediation, advocacy on behalf of students and

- their families, treatment and interdisciplinary treatment planning, referral, outreach, cultural adjustment, and leadership in the enhancement of educational policies and programs.
5. Describe federal and state programs that offer possibilities for enhancement of local school programs.
 6. Discuss best practice models on how to work effectively with professionals and laypersons in other social agencies, such as juvenile courts, health and mental health, child welfare, and public social services.
 7. Discuss typical ethical concerns related to social work in educational settings.

Relationship of the Course to Cross-Cutting Curricular Themes:

- *Multiculturalism and Diversity.* This course will review the recent national, regional, and local demographic shifts that have increased the ethnic and cultural diversity of children and families in educational institutions. A culturally sensitive, developmental perspective will be presented ranging from infancy through secondary education and culminating in the transition from school to the world of work. In addition, the particular policies and services regarding children and youth with illnesses and disabilities, and gay, lesbian, bisexual, and transgender persons will be reviewed.
- *Social Justice and Social Change.* Social workers in educational settings strive to maximize educational opportunities for individuals, groups, neighborhoods, and regions, and promote progressive local, state, and national policy. Relevant legislation and policies that seek to meet these goals will be reviewed, as well as the social justice implications of private and public schools.
- *Promotion, Prevention, Treatment, and Rehabilitation.* These approaches are incorporated at all levels of practice in educational settings. This includes programs for the student and family, the organization and positive organizational culture in schools, and educational climates overall that promote children's development to their maximum potential. Additionally, characteristics of at-risk children and youth and their particular vulnerabilities will be highlighted. These risks will include school failure, suspension, and expulsion, "dropping out," unplanned pregnancy, insufficient preparation for the work force, family roles, and group and individual violence. Related concerns will include prevention of substance abuse, prevention of the transmission of disease (especially sexually transmitted diseases), and promotion of healthy lifestyles and development. Characteristics that buffer children from these stressors and research on resilience will also be examined.
- *Behavioral and Social Science Research.* The role of the social worker as a consumer of research will be emphasized. Relevant sources will include not only those in social work, but also the theories and empirical studies in interdisciplinary fields, such as human development and education. In addition, relevant theories and findings regarding accountability for service, empirical validation of interventions, and overall evaluation of practice in educational settings will be covered.

Relationship of the Course to Social Work Ethics and Values:

Professional social work ethics will be reviewed focusing on their application to educational settings. Particular issues may include confidentiality of and access to records and services provided, especially to minors, access to independent services by children and youth without parental consent, appropriateness of service delivery with regard to the age and developmental

stage of the target group, parental permission and knowledge regarding sex education, mandated reporting of child abuse, neglect, and truancy, and policies regarding expulsion and suspension from school.

ACADEMIC ACCOMMODATIONS

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

EMERGENCY RESPONSE INFORMATION

To receive information, call main number (213)740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

To leave a message, call (213) 740-8311
 For additional university information, please call (213) 740-9233
 Or visit university website; <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

University Park Campus

MRF – Lot B
 SWC – Lot B
 WPH – McCarthy Quad
 VKC – McCarthy Quad

City Center

Front of the building (12th & Olive)

Orange County Campus

Faculty Parking Lot

Skirball Campus

Front of building

Do not re-enter the building until given the "all clear" by emergency personnel.

Course Evaluation and Grading

All students are expected to regularly attend class and be on time. A student with more than two unexcused absences during the course of this class may receive no credit. A student who is tardy three or more times to class may receive a grade of no credit. If a student receives a no credit or a C grade in this course, they will be required to repeat this class for the PPS credential.

Class grades will be based on the following:

3.85 – 4	A
3.60 – 3.84	A-
3.25 – 3.59	B+
2.90 – 3.24	B
2.60 – 2.87	B-
2.25 – 2.50	C+
1.90 – 2.24	C

Final Grade:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

The course is worth three units of Credit. Grades will be calculated as follows:

Class Participation	10%
Reading Projects (2 books)	30%
Log of Weekly Reading Journals	25%
Major Project/ Paper	25%
Presentations	10%
Extra Credit ----	Each section will decide

Class attendance and participation is expected. Please inform me (through E-mail, note, or by phone message) if you will miss a class. University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Be prepared for small group discussions, simulations, games, and problem solving groups based on the readings or prior lectures. Mastery of the reading is **essential** before every class. **NOT ALL THE READINGS LISTED ARE REQUIRED READINGS.** For any given week you will not have more than 4 readings (often times less) to prepare for class. This does not include the special reading projects that will be described below. For the Franklin book there will be weekly sign ups for the following week of readings. You will need to teach other groups of students the essence what you learned from either one or two articles (depending on the week). ***Be sure that you go in depth on at least one of the readings assigned each week.*** Often I will give you a choice between the listed required readings based on class discussions. Basically though, it is your choice on which one to write up. Based on past 614 classes there is a wide range of interests, past experiences, and skill level amongst students who take this course. So, I provide extra choices of readings so that you can better match the readings to your interests. If you are absent for a week please contact me or a class peer to find out which readings were selected—you are responsible for any assignments due or given *even if you were not able to attend class that week* (unless you have a medical/ personal emergency, cultural or religious holiday, etc—in that case just let me know why you are missing class).

Weekly Assignments: The weekly assignments include keeping a brief weekly journal about issues that capture your intellectual curiosity in the readings. The purpose of the journal is to create a structure for you to process and comment on the readings on an ongoing basis. *Therefore, it would not be appropriate to save all the journal writings till the very end of class or even several times during the term. My strong expectation is that they will be done on a weekly basis.* Try and go in depth for at least one article. This will greatly impact the quality of discussion every week in class and it will be quite obvious if you did the readings or not. For the Franklin book we will have a sign up every week for one or two chapters. If you write one of those up you will be well prepared for the Jigsaw discussion every week AND you will easily

fulfill the requirement of the journal. I will collect and check off the journals randomly throughout the term and all of them towards the end of the term. Again, *these journals are not intended to be a dialogue between you and me*. They are intended to help you have intellectual discussions *in the class*. I therefore refrain from getting into a dialogue with you in writing on the journals (the way other professors might do). Instead, I might ask you to share your insights with the whole class or when you are teaching in small groups. Please type the journal entries every week. They should be several paragraphs long. In the past most entries have been about a half page. However, it is really the quality of your ideas that I'm looking for and rather than the length of the entry. **Most importantly, if you write quality journals but do not share the ideas in class discussions-- the goal of having the journals would not have been met.**

Reading Projects: These books were chosen because they raise important issues not currently in the school social worker role but fit the ideal of what school social workers could be striving to reach. They are required to complete the reading mini-project requirement. Everyone must read And Still We Rise and The Shame of the Nation: The Restoration of Apartheid Schooling in America.

Kozol, J. (2005). *The Shame of the Nation : The Restoration of Apartheid Schooling in America*. This whole book should be read by the entire class by the **sixth week of class**. Be Prepared for a classroom exercise and discussion if the book. It is a very emotional book so be prepared. Please read the entire book by the sixth class. Have a three to four page typed (double space) response paper ready to be handed in at the beginning of the sixth class. The goal is to have you prepared for discussion that the classroom activity surrounding the book. **Required**

Corwin, M (2001) *And Still We Rise: The Trials and Triumphs of Twelve Gifted Inner-City Students*. Perennial. This book documents the struggles and success of a dozen Los Angeles students. It is a good companion to Kozol, and shows that most of the issues discussed back in the early 1990's are still relevant for students in LA schools. It is also a very personal account. Please have the entire book read by the **ninth week of class**. **Required**

Course Texts

There are 4 required books for the course. Some sections will require different supplemental books. They should all be available at the USC bookstore. Please let me know immediately if you cannot find them or if they ran out. Once the books arrive in the bookstore I will put several copies of these texts will be on reserve in the Library.

- 1) Allen-Meares, P. (2006). *Social Work Services in Schools. 5th Edition.* Pearson Education. It is important that you get the 5th edition as it is a vast improvement on the prior editions. Much of the material in it is updated and **more** accurate. Please try not to use prior editions of this book for this class.
- 2) Franklin, C. Harris, M., & Allen-Meares (Eds. 2006). *The School Services Sourcebook: A Guide for School-Based Professionals.* Oxford University Press. This is a wonderful new book that has tons of important information in it. We will have many chapters every week from this chapter but you will only be responsible for **one or two** chapters each week since we will cover them in small groups or cooperative learning methods.

The following books are required to complete project requirements: These are relatively inexpensive and quick reads.

- 3) Kozol, J. (2005). *The Shame of the Nation: The Restoration of Apartheid Schooling in America*. Crown Books.
- 4) Corwin, M (2001) *And Still We Rise: The Trials and Triumphs of Twelve Gifted Inner-City Students*. Perennial.

Alternative Book Reviews for Final Paper Assignment

- 5) Benbenishty, R. & Astor, R.A. (2005). School Victimization in Context: Culture, Neighborhood, Family, School, and Gender. *Oxford University Press. NY, NY.*

Winner of the American Educational Research Association's Outstanding Book Award for 2007
 Winner of the American Psychological Association's William James Book Award--runner up (second place) 2006. The only social work research/ theory book to win these prizes in other disciplines.

OR

- 6) Furlong, M. & Jimmerson, S. (2006). *Handbook of school violence and school safety: From research to practice*. Mahwah, NJ: Earlbaum.

Standards for School Social Work from NASW and Administrative Rules for Special Education, California State Board of Education are also required. They can be found/ downloaded off of various websites (see them listed later in the course outline).

The following are not required but highly recommended:

Website: <http://smhp.psych.ucla.edu> Center for Mental Health in schools, Dept. of Psychology, UCLA, Los Angeles, 90095-1563. There are many topics and articles on this site that would be of interest to school social workers.

More websites:

National Education Association <http://www.nea.org/index.html>
 National Association of School Psychologists <http://www.nasponline.org/>
 School Social Work Association of America <http://www.sswaa.org/index.html>
 American Psychological Association <http://www.apa.org/>
 Society for Social Work Research <http://www.sswr.org/>
 No Child Left Behind (DOE) <http://www.ed.gov/nclb/landing.jhtml?src=pb>
 American Educational Research Association <http://www.aera.net/>
 Association of Supervision Curriculum and Development
<http://www.ascd.org/portal/site/ascd>
 UCLA school of education <http://www.gseis.ucla.edu/>

CLASS SCHEDULE AND READINGS

Note: Reading with an ** are required.

SSW stands for *School Social Work Book*; **SSSB** stands for *Social Services Source Book*

Class I 8/30- Introduction to the class, discussion of the various class components, and discussion of field trips/ projects. What is a school social worker? How we define ourselves, how others define us, and standards for the profession. Note: Most of you will not have the readings for this class before the first class. If you did not have the books before the first class, please have these readings done before the second class. These readings are listed so you can associate them with what we will cover this week.

** **SSSB** (2006) Franklin: *Best Practice Guides for Developing and Sustaining a Professional School-Based Practice*. You will Pick **2 chapters to read from this list below. Be ready to talk about them in class.**

107. Licensing, Certification, and Credentialing of School Social Workers and Other School Mental Health Professionals , *Santos Torres*
108. Professional Requirements for School Social Work and Other School Mental Health Professions , *Sandra Altshuler*
109. When Supervisor and Supervisee are of Different Disciplines: Guidelines and Resources , *John E. Tropman, Michael Wooley, Liang Zhu, Renee Smith*
110. Coping with Isolation: Guidelines for Developing a Professional Network , *Joelle Powers, Gary Bowen*
111. Effective Strategies for Marketing a School-Based Practice in the School and Community , *Christine Sabatino*
112. Best Practices for Avoiding Burnout , *Srinika Jayaratne*
113. Resources for Professional Development and Continuing Education , *Elizabeth Tracy, Merl C. Hokenstad*

**The following is required: The state definition of a “school social worker, qualifications, and competencies”. It is available for free on the California State Department of Education web site:

<http://www.ctc.ca.gov/educator-prep/standards/pps.pdf>

Please look up and read the standards for being a school social worker. Skim over the other specialties and see what differences/ similarities you find. How does the state define your role?

See also how NASW defines your role and area of practice:

(<https://www.socialworkers.org/practice/school/default.asp>)

**Standards For School Social Work Services

These two standards listed below are not required, but they are highly recommended—especially if you are not familiar with them. They are also available for free on the same web site:

Standards For The Practice Of Social Work With Adolescents

<https://www.socialworkers.org/practice/school/default.asp>

Code of Ethics- <https://www.socialworkers.org/pubs/code/code.asp>

You may also want to explore the NASW website further for other school social work resources for a whole array of topic related to school social work.

Also Check out the School Social Work Association of America web site for more info:
<http://www.sswaa.org/> ok check

Also see the pupil personnel services coalition cite at: <http://casponline.org/>

Class II 9/6 - The scope of school social work and framework for social work in schools "Ecological Theory."

**Allen-Meares (2006) SWIS

Chapter 1 by John W. Sipple: Major issues in American schools.

Chapter 2 by Allen Meares: School social work: Historical development, influences, and practices.

** **SSSB** (2006) Franklin: Sign up for **chapters to read from this list below. Be ready to talk about them in class.**

Best Organization, Administrative, and Community Practices in a School Context Interventions in the Educational Environment Through Policies and Procedures

84. Helping Schools Meet the Mandates of Federal Policies: No Child Left Behind and Other Cutting Edge Federal Policies , *John Sipple, Lauren Banach*
85. Influencing the Local Education Authority and Changing Policies in the Local School, School District and State , *Joanne Cashman*
86. Individuals with Disabilities Education Act , *Elizabeth Timberland, Christine Sabatino*

The Law, Ethical Guidelines, Records, Assessments, and Reports

87. HIPAA and the Electronic Transfer of Student Information , *Mary Ann Overcamp-Martini*
88. Guidelines for Confidentiality: Writing Progress Notes and Storing Confidential Information , *Mo Cannistra-Cuevas*
89. Professional Ethical Codes: Applications to Common Ethical Dilemmas , *Marian Mattison*
90. Guidelines for Writing an Effecting Psychological Assessment Report , *Dolores Ortega*
91. Guidelines for Writing an Effective Service Plan for Children with Disabilities , *Joan Letendre*

Alt: National Center for Educational Statistics Web-site: <http://nces.ed.gov/pubsearch/>

Class III – (Rosh Hashana—No classes for Astor’s sections, check with instructor for other sections) 9/13 - Continuation of ecological theory and school services.

**Allen Meares, (2006) SWIS

Chapter 3 by Gary L Bowen, Social Organization and Schools: A general systems theory perspective.

Chapter 4 by Allen-Meares. An ecological perspective of social work services in schools.

**** SSSB (2006) Franklin: Sign up for chapters to read from this list below. Be ready to talk about them in class.**

Effective Methods and Resources for Working with the Organization and Community Context of the School

- 92. Employed by the School? Essential Functions of a School-Based Case Manager , *Debra Woody*
- 93. Want to Work with Schools? What's Involved in Successful Linkages? , *Linda Taylor, Howard Adelman*
- 94. Teacher and Principal Consultations: Best Practices , *Craig A. Albers, Thomas R. Kratochwill*
- 95. Mapping a School's Resources to Improve Their Use in Preventing and Ameliorating Problems , *Howard Adelman, Linda Taylor*
- 96. Writing a Contract with a Community Agency for a School-Based Service , *Michelle Alvarez, Lynne Bye*
- 97. Best Practices for Designing and Developing School-Based Health Centers , *Julia Lear*
- 98. Best Practice in Expanded School Mental Health Services , *Nancy Lever, Laura Anthony, Sharon Stephan, Elizabeth Moore, Bryan Harrison, Mark Weist*

Effective Interventions and Resources for Group Work and Training

- 56. Designing and Facilitating Support Groups and Therapy Groups with Adolescents: Importance of the Topic for Schools , *Charles Garvin*
- 57. Designing and Facilitating Groups with Children , *Craig W. LeCroy*
- 58. Design and Utility of Life Skills Groups in Schools , *David Dupper*
- 59. Guidelines for Making Effective Presentations in Schools , *Carolyn Pryor*
- 60. Conducting In-Service Training and Continuing Education for Staff and Teachers , *Brenda Lindsey, Margaret White, Wynne Korr*

Class IV- 9/20 The design and delivery of school social work services. Prevention, Promotion, Secondary, Treatment considerations.

**Allen-Meares, (2006) SWIS

Chapter 11 by Franklin & Mary Beth Harris: The design of social work services.

Chapter 12 by Franklin: The delivery of social work services.

**** SSSB (2006) Franklin: Sign up for chapters to read from this list below. Be ready to talk about them in class. Promoting Health and Well-Being: Effective Interventions and Resources**

- 21. Substance Abuse Prevention: Effective School-Based Programs , *Laura DiGiovanni*
- 22. Substance Abuse at Elementary Age: Effective Interventions , *Soyon Jung, Lori Holleran*
- 23. Screening Substance Use/Abuse of Middle and High School Students , *Lori Holleran, Soyon Jung*
- 24. Effective HIV Prevention in Schools , *Laura Hopson*
- 25. Effective STD Prevention , *Laura Hopson*
- 26. Effective Cognitive-Behavioral Interventions for Self-Mutilation , *Katherine Shepard, Tamara DeHay, Brooke Hersh*
- 27. Integrative, Solution-Oriented Approaches with Self-Harming Adolescents , *Mathew Selekman*

- 28. Primary Prevention of Pregnancy: Effective School-Based Programs , *Mary Beth Harris*
- 29. Best School-Based Practices with Adolescent Parents , *Mary Beth Harris*
- 30. Effective Management of Obesity for School Children , *Reshma Naidoo*

Class V - 9/27- Target groups of students (Program Site Visits Should be done by this date)

**Allen-Meares (2006) SWIS.

Chapter 5 by Tony Derezinski: School attendance.

Chapter 9: by Allen-Meares: Some Target Groups of Children.

** **SSSB** (2006) Franklin: Sign up for **chapters to read from this list below. Be ready to talk about them in class.**

Effective Interventions and Resources for Working with Students with Mental Health Diagnosis

1. School-Based, Adolescent Suicidality: Lethality Assessments and Crisis Intervention Protocols , *Albert A. Roberts*
2. Psychopharmacological Treatment for Child and Adolescent Mental Disorders , *Kia Bentley, Kathryn S. Collins*
3. Effective Interventions for Students with Conduct Disorder , *David Springer, Courtney Lynch*
4. Effective Interventions for Students with ADHD , *Martel Teasley*
5. Effective Interventions with Oppositional Defiant Disorder , *Tammy Linseisen*
6. Effective Interventions for Students with Separation Anxiety Disorder , *Marilyn Camacho, Lisa Hunter*
7. Effective Interventions for Students with Obsessive-Compulsive Disorder , *Megan Tomb, Lisa Hunter*

Class VI - 10/4- More target groups. (Read Kozol Book---all chapters before this class)

** **SSSB** (2006) Franklin: Sign up for **chapters to read from this list below. Be ready to talk about them in class.**

8. Effective Interventions for Adolescents with Depression , *Jacqueline Corcoran, Jane Harvey-Phillips*
9. Effect Interventions for Students with Bipolar Disorder , *Kathleen Casey*
10. Effective Interventions for Students with Eating Disorder , *Theresa Early*
11. Effective Interventions for Students with Schizophrenia and Other Psychotic Disorders , *Susan Stone*
12. Effective Interventions for Students with Autism and Asperger's Syndrome , *Michelle S. Ballan, Karen S. Hoban*
13. Effective Strategies for Working with Students who have Co-occurring Disorders , *Stephen Tripodi, Johnny Kim, Diana DiNitto*
14. Understanding the Use of Mental Health Classifications and DSM IV-TR in Schools , *Elizabeth Pomeroy, Laura Hopson*
15. Working with Parents Regarding Their Children's Mental Disorders: Engagement , *Chris Ahlman*

Special Education VII -10/11 – Please read the material on Special Education, Federal, State, District issues. Please use this time to work on your readings/ final paper/ projects.

**Allen-Meares (2006) SWIS

Chapter 8: by Sally Atkins-Burnett, Children with Disabilities

** **SSSB** (2006) Franklin: Sign up for **chapters to read from this list below. Be ready to talk about them in class. Effective Interventions and Resources for Working with Students with Developmental Disabilities**

16. Working with Students with Mental Retardation who Exhibit Severe Challenging Behavior , *Mark O'Reilly, Vanessa Green, Jeff Sigafoos, Giulio Lancioni, Bonnie O'Reilly, Helen Cannella, Chaturi Edrisinha*
17. Improving Educational and Behavioral Performance of Students with Learning Disabilities , *James Raines*
18. Effective Classroom Interventions for Students with Physical Disabilities , *Anna Escamilla*
19. What Does the Research Evidence Say About Inclusion Practices? , *Brandon Schultz, Steven Evans*
20. Building Successful Alliances with Health Care Professionals , *Camille Randall, Joseph Nyre, Bridgett Gamm*

***<http://www.ideapractices.org> (please become familiar with all the definitions of special ed categories)

Class VIII – 10/18 Best Practices and Resources for Intervening with Child Abuse and Sexual Abuse and Out of Home Placement in a School Setting (including special education students). Programs and Practices for Supporting School Attendance and Dropout Prevention

** **SSSB** (2006) Franklin: Sign up for **chapters to read from this list below. Be ready to talk about them in class.**

31. Identifying Child Abuse or Neglect Strategies in a School Setting , *Ernst O. VanBergeijk*
 32. Laws and Procedures for Reporting Child Abuse: An Overview , *Sandra Kopels*
 33. Helping Students Who Have Been Physically or Sexually Abused: Strategies and Interventions , *Kathleen Coulborn Faller*
 34. Building Effective Alliances with Child Protective Services and Other , *Maria Scannapieco*
 35. Helping Children in Foster Care and Other Residential Placements Succeed in School , *Mary McKay, Dorian Traube*
- Programs and Practices for Supporting School Attendance and Dropout Prevention**
36. Increasing School Attendance: Effective Strategies and Interventions , *Calvin Streeter*
 37. Enhancing Skills with Students Vulnerable to Underachievement and Academic Failure , *Mary C. Ruffolo*
 38. Guides for Designing and Establishing Alternative School Programs for Dropout Prevention , *David Dupper*

<http://www.ed.gov/about/offices/list/osers/osep/index.html>

Parents rights:

http://www.calstat.org/publications/pdfs/parents_rights.pdf

Special Education IDEA websites: <http://www.ideapractices.org/>
<http://www.ed.gov/PressReleases/02-2003/02252003.html>

Class IX – 10/25 Working with families, parents, and caretakers— (Read all chapters of And Still We Rise before this class)

** SSSB (2006) Franklin: Sign up for chapters to read from this list below. Be ready to talk about them in class. **Best School Based Practices for Family Intervention and Parental Involvement**

61. Effective Strategies for Promoting Parental Involvement: An Overview , *Nancy Feyl Chavkin*
62. Effective Strategies for Involving Parents in Schools , *Hilary Ward, Dawn Anderson-Butcher, Amber Kwiatkowski*
63. Building Effective Family Support Programs and Interventions , *Dawn Anderson-Butcher*
64. Best Models of Family Therapy , *Cindy Carlson*
65. Working with Oppositional Youth Using Brief Strategic Family Therapy , *Patricia Cody*
66. What Parents and Teachers Should Know: Effective Treatments for Youth with ADHD , *Carey E. Masse, Steven W. Evans*
67. Solution-Focused, Brief Therapy Interventions for Students at Risk to Dropout , *Cynthia Franklin, Johnny Kim, Stephen Tripodi*
68. Effective Intervening with Students from Single-Parent Families and Their Parents , *Mo Yee Lee, Cathy L. Grover*
69. Working with Families from Religious Fundamentalist Backgrounds , *Allen H. Cole, Jr.*
70. Intervening with Students and Families who Frequently Relocate or are Homeless , *Sanna Thompson, Jihye Kim*
71. Students Living in the Care of Grandparents , *Roberta R. Greene*
72. Home Visiting: Essential Guidelines for Home Visits and Engaging with Families , *Barbara H. Wassik, William R. Kenan, Jr., Gary L. Shaffer*

Class X- 11/1 Securing equal educational opportunity. Language, Race and Sex. Bilingual/Bicultural Education, Immigrant populations, Issues of racism, sexism and bias.* (Presentations Continued)

**Allen-Meares (2006) SWIS

Chapter 10 by Sandra Kopels: Securing Equal Educational Opportunity: Language, Race and Sex.

** SSSB (2006) Franklin: Sign up for **chapters to read from this list below. Be ready to talk about them in class.**

Guidelines for Working with Multicultural Groups and Managing Diverse Relationships in a School Community Context

73. Working with Culturally/Racially Diverse Students to Improve Connection to School and Academic Performance , *Daphna Oyserman*
74. Mental Health Interventions with Latino Students in Multi-Cultural School Environments: A Framework for Assessing Biases and Developing Cultural Competence , *Katin Lambros, Concepcion Barrio*
75. Advancing a Positive School Climate for Students, Families and Staff , *Michael Woolley*

76. Engaging with Culturally and Racially Diverse Families , *Mike Spencer, Jenell S. Clarke*
77. Building Relationships Between Diverse Families and School Personnel , *Danielle C. Glickman, Darlene M. Head-Reeves, Oscar A. Barbarin*

Class XI 11/8- Continuation of week X. Issues of culture, gender, and sexual orientation.

**** SSSB (2006) Franklin: Sign up for chapters to read from this list below. Be ready to talk about them in class.**

78. Case Management Intervention with Immigrant and Refugee Students and Families , *Rowena Fong, Marilyn Armour, Noel Busch, Laurie Cook Heffron, Anita McClendon*
79. Working with American Indian Students and Families , *Dorie J. Gilbert, Gail Sims*
80. Multiple Hispanic Cultures: Considerations for Working with Students and Families , *Jorge Delva, Laurie M. Carpenter*
81. Working Collaboratively with African American Students, Their Families, Cultural Networks, and School Environments , *Edith Freeman*
82. Inter-race, Trans-race: The Postmodern Youth Culture , *Leslie D. Hollingsworth*
83. Working with Gay, Lesbian, Bisexual, and Transgender Students , *Diane Elze Students*

**<https://www.socialworkers.org/practice/school>

[Promoting Positive School Environments For Lesbian, Gay, and Bisexual Students: Survey Findings](#)

Class XII - 11/15 Responding to a school/community-wide crisis.

**** SSSB (2006) Franklin: Sign up for chapters to read from this list below. Be ready to talk about them in class.**

Effective Crisis Intervention Methods

52. Developing School Wide and District Wide , *Karen S. Knox, Albert R. Roberts*
53. Immediate School-Based Intervention Following Violent Crises , *Shane R. Jimerson, Stephen E. Brock, Sarah M. Woehr, Amanda Clinton-Higueta*
54. Best Practice Grief Work with Students in the Schools , *Linda Goldman*
55. Grief Work with Elementary and Middle School Students: Walking with Hope When a Child Grieves , *Eugen Aisenberg*

<http://www.schoolcrisisresponse.com/documents.htm>

<http://nettleton.crsc.k12.ar.us/crisis.htm>

**<http://www.nea.org/crisis/> (look for crisis kits)

<http://www.nasponline.org/NEAT/index.html>

<http://www.nasponline.org/NEAT/resources.htm>

<http://www.osba.org/hotopics/crismgmt/index.htm>

**<https://www.socialworkers.org/practice/school/default.asp>
How to Talk to Children About War (May 2003)

11/22 --Thanksgiving

Class XIII 11/29- School aggression/violence/ bullying. (Final Papers Due)

**Allen-Meares (2006) SWIS

Chapter 6 by Sandra Kopels,: Pupil rights and control of behavior

** **SSSB** (2006) Franklin: Sign up for **chapters to read from this list below. Be ready to talk about them in class.**

Interpersonal Conflict, Violence, and Classroom Management: Best Practices and Resources

39. Evidence-Based Violence Prevention Programs and Best Implementation Practices , *Ron Avi Astor, Michelle Rosemond, Ronald O. Pitner, Roxana Marachi*
40. Creating a Violence-Free School Climate/Culture , *Mark Mattaini*
41. Assessing and Predicting Risk of Violence: Empirically-Based Methods , *Gary Bowen*
42. Bullying: Best Practices for Prevention and Intervention in Schools , *Esther Howe, Elayne Haymes, Tanya Tenor*
43. An Evidence-Based Approach to Management of Students Who Wish to Harm Others , *James K. Nash*
44. Peer Conflict: Effective Resolution Strategies , *Debra J. Woody*
45. Using Social and Emotional Learning to Address Conflicts in the Classroom , *Jacqueline A. Norris*

Class XIV- 12/6- Different forms of school victimization continued and Evaluation. Class Final Journals Due.

** **SSSB** (2006) Franklin: Sign up for **chapters to read from this list below. Be ready to talk about them in class.**

46. Acquaintance Sexual Assault and Sexual Harassment Among Teens , *Erin A. Casey, Paula S. Nurius*
47. Enhancing Conflict Resolution Through Family and School Staff Alliances: Planning for Parent/Guardian Participation in Conferences , *Martha J. Markward*
48. Engaging Adolescents in Prevention of Sexual Assault and Harassment , *Erin A. Casey, Paula S. Nurius*
49. Effective Interventions with Dating Violence and Domestic Violence , *Beverly M. Black, Arlene N. Weisz*
50. Effective Intervention with Gangs and Gang Members , *Timotea M. Elizalde, Gilbert A. Ramirez*
51. Connecting School Based Practices and Juvenile Justice , *Karen S. Knox, Albert R. Roberts*

Indicators of School Crime, 2005. You can download the report from the website or I can Provide a PDF for you in class.

<http://www.cdc.gov/ncipc/dvp/bestpractices.htm>

Best Practices of Youth Violence Prevention: A Sourcebook for Community Action (this is a large document) (PDF)

Evaluation readings

**Allen-Meaures, (2006).

Chapter 13 by Siri Jayaratne: Evaluating Practice and Programs

** **SSSB** (2006) Franklin: Sign up for **chapters to read from this list below. Be ready to talk about them in class.**

Effective Resources for Accountability

99. Linking School Social Work Interventions to Educational Outcomes , *Todd Franke, Sean Lynch*

100. Constructing Data Management Systems for Tracking Accountability , *Melissa Jonson-Reid*

101. Identifying and Using Effective Outcome Measures , *Norman Cobb, Cathleen Jordan*

102. Using the School's Database System to Construct Accountability Tools , *David A. Patterson*

103. Guideline for Writing a Report the Effectively Demonstrates Accountability , *Diane C. Jacobs, Alphonse Shropshire*

Effective Strategies for Funding School-Based Services

104. Understanding the New Environment of Public School Funding: How Student Support Services are Funded , *Jeffrey M. Poirier, David Osher*

105. How to Obtain Medicaid Funding for School-Based Health and Mental Health Services , *January Angeles, Mary Tierney, David Osher*

106. Guidelines for Writing a Successful Grant and Developing Foundation and Business Support , *Allan R. Chavkin, Nancy F. Chaykin*

FINAL ASSIGNMENT

Option 1: Translating School Social Work Research to Practice Implications, policy and interventions. (encouraged for Astor sections)

Due Date: Papers Due November 29, Presentation sign up will happen the first week of class and will be assigned differently according to section leaders.

Length of Assignment: 8-10 pages, plus a PowerPoint presentation that could be used with teachers or school administrators.

This Option requires you to read the book:

Benbenishty, R. & Astor, R.A. (2005). School Victimization in Context: Culture, Neighborhood, Family, School, and Gender. *Oxford University Press. NY, NY.*

This book documents the largest school violence study ever conducted. It was conducted entirely by school social workers with school social work ecological perspectives and values.

Each chapter has findings that inform and challenge current violence theories/ interventions. The purpose of this final assignment option is to provide an opportunity for student to apply newly reported research and theory on schools and translate/ apply these findings to practice at the macro and micro levels.

Or: Furlong, M. & Jimmerson, S. (2006). Handbook of school violence and school safety: From research to practice. Mahwah, NJ: Earlbaum

If you chose this option you need to address these questions on a chapter-by-chapter basis.

- 1) Address the main idea of each chapter and explain why the finding is significant.
- 2) Explain how the main finding (s) in each chapter would inform policy.
- 3) How would the finding inform direct practice.
- 4) How would the finding change the way the media or general public see the issue?
- 5) Explore ways of explaining these findings to teachers, principals, student or parents.
- 6) What kinds of interventions or future studies might be needed based on these findings?

The responses for each chapter should be between a page and two pages. The final translational paper will equal about 15 pages but you can go up to 20 if needed.

In class you will present the meaning of only 1 major finding you found most interesting in the book. The presentation should be in power point and geared towards teachers or school administrators.

More examples will be given in class.

OPTION 2: Major Presentation and Research Paper

Due Date: Papers Due November 29, Presentation sign up will happen the first week of class and will be assigned differently according to section leaders.

Length of Assignment: 8-10 pages, plus a PowerPoint presentation that could be used with teachers or school administrators.

The use of consultation in the schools is a significant part of the services that school social worker provides. This model of intervention is meant to impart information to a broad base of "clients," empowering each with specific information and resources that in turn can be used to intervene with, and educate those directly affected.

Using the consultative model, the social worker does not provide direct service in the form of therapy and does not directly influence outcome. The interventions are time limited; however, there may be need for follow-up and further assessment of the situation.

Training (or in-servicing), the use of problem solving techniques, objectivity, detached concern, sharing of resources and referral to community services are interventions most frequently employed by the social work consultant.

The purpose of this assignment is to compile a portfolio of topics related to school social work practice to prepare students to function in the role of a consultant in an educational setting.

Each student will select one topic from a list of generated in class. You may wish to select an issue you are currently addressing in your field placement, a topic from the reading list, or an area of practice in which you have an interest. Each student will select a different topic so that the materials can be shared and each student will have information on a greater number of issues.

FORMAT

- A. Identify your topic and target population(s). With whom might you be sharing this information, teachers, paraprofessionals, administrators, lay people or with a parent group?
- B. Using an outline format, present the information as if it were for a presentation of approximately 1 hours in length. Use an ice breaker as a way to engage your audience.
- C. Provide the supplementary information that a consultant would need to provide this same in-service, for example, an article from a magazine or newspaper, graph, list of symptoms, strategies for improvement, parenting tips, etc.
- D. Compile and provide a list of referrals and resources pertinent to your topic, e.g. mental health agencies, recreational resources, support groups and city and community resources, local libraries, law enforcement agencies, battered women's shelters, etc. Other resources you might share with your consultees may include the use of stories, games, toys or exercises that elicit participation.
- E. Bibliography to be used by the lay person/consultee. Also, where appropriate, include a bibliography as reference for the social work professional.
- F. Be prepared to summarize your work in class in a brief, 15 minute presentation to familiarize others with your topic and answer questions that they may have.

Each presenter will provide materials for all class members. In addition, you will submit 2 complete copies to instructor at the time of your presentation.

Examples of Topics (**you may choose other topics--these are only examples**).

Bilingual Education	Migrant Education
Native-American Education	Suspensions/Expulsions
Grade Retention/Promotion	Infant Development Programs
School-Linked Health Clinics	Continuation Schools
Chapter I/Compensatory Ed	College/University Programs
Pregnant Minor Programs	Vocational Education
Dropout Prevention Programs	Deaf Education
Gang Intervention	School Recreation/Supervision
Sex Education	African-Centered Schools
LGBT issues in Schools	School Violence Interventions