Course Description

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 structures 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 geographical 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 Goals and Objectives

Upon completion of this course, students should have a comprehensive understanding and knowledge in the five areas noted above which translate into the following objectives:

- Knowledge of the history of social work services in schools
- Awareness of roles and responsibilities of social workers in schools
- Understanding of current critical issues in education
- Knowledge of laws, policies and procedures addressing the provision of educational services to students
- Foundation knowledge of vulnerable populations of school children
- Working knowledge of assessment procedures and prevention and intervention strategies
- Conceptualization of schools as complex social systems with interactions/connections within the school environment and with individuals and organizations in the greater community
• Conceptualization of models of social work practice used in schools
• Familiararity with school social work professional standards and ethics

Relationship of Course to Four Curricular Themes

Multiculturalism and Diversity are critical issues impacting both schools and the practice of social work in schools. These issues are crucial to all course objectives and will be presented, discussed and analyzed as they relate to history, laws, policies and practice. Social Justice and Social Change will be addressed as they relate to history, laws, policies and practice. The social worker as a change agent will be explored. Promotion, Prevention, Treatment and Rehabilitation are incorporated at all levels of practice in educational settings and will be presented, discussed and analyzed as the class explores school social work roles and strategies for prevention and intervention. Behavioral and Social Science Research will be presented to support social work theory and practice methods and to look at their influence on educational policy and legislation. Assessment procedures, prevention and intervention planning and treatment strategies are based on the behavioral and social sciences.

Course Design and Teaching Methods

A variety of teaching and learning methods, including lectures, PowerPoint presentations, group exercises, videos, Critical Friends Groups protocols, cooperative learning experiences, case material, and seminar techniques will be used in this class. Participation by all students is crucial for successful learning outcomes for each student. Class norms will be established during the first class session and reinforced throughout the semester. A supportive learning environment will be fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is different from your own, articulating your point of view and linking your views to your experiences, readings and assignments. Please notify me if you must miss class.

Accommodations for Students with Disabilities

I encourage any student with a disability that may affect his/her participation in this course to let me know as soon as possible so that necessary modifications or accommodations can be discussed. This information will be treated as private and confidential to the extent permitted by law.

Assignments, Grading, Writing Format and Academic Honesty

Your learning will be assessed by a written test (25%), one 6-8 page paper (25%) a group presentation (25%), class participation (15%), and two short assignments (5% each).

Participation will be graded on being present and on-time for each class, prepared for class by reading assigned materials prior to class, contributing to class discussions and fully participating in class exercises and activities, contributing information from readings and field placement experiences and following class norms(15%).
The open book/open note test will be either take-home or in-class (to be discussed in class and decided by me) and will be a combination of multiple choice and short answer questions. It will cover material presented in class and assigned readings on the areas of history, policies, education legislation, and special education law and procedures.

No particular format will be required for written assignments (other than that they be typed or word processed, double spaced and in #12 font). Written assignments include a 6-8 page paper which will be graded on content, organization, grammar and punctuation, and appropriate data, quotes or references. Reference all sources and identify direct quotes. Two short assignments include orally presenting one summary of article or book chapter (5%), and submitting 2-3 written sample test questions that may be used on the test.

Group projects will be graded on content, analysis, handouts, participation (all group members must participate in the presentation) and number of references (one article per group member). Group size should be 3-5 students. Presentations should be five minutes times the number of group members, with 10 minutes for questions and discussion. Group presentations may use any of a variety of formats. Groups will need to meet outside of class, though if time remains in a class session, it may be used by groups to meet (no promises, we have a lot to cover in class sessions). Supply me with a copy of all PowerPoint and written materials used in your presentation.

Creativity, thoughtful analysis, sincerity, thoroughness, clarity, succinctness and humor are appreciated. No additional points will be given for padded or embellished papers or longer test answers, papers or presentations. Any apparent plagiarism or academic dishonesty will be reported and handled according to University policy. Late assignments will be reduced by one letter grade for each day they are late. Exceptions will only be made under extenuating circumstances and in accordance with SSW and University policy, when a grade of “incomplete” may be given. Making up a missed in-class test or group presentation will be at my discretion with appropriate documentation of an unavoidable emergency.

Paper Topic Options:

#1 Conduct and write a Functional Behavior Assessment and Functional Behavior Plan for a child with whom you are currently working (or arrange to observe a student). Choose an existing format or create your own. Include target and replacement behaviors, antecedents and resulting behavior and motivation/purpose of behavior. Plan should also include preventative measures, consequences and rewards, and time frame and method to assess success of plan. Include any referrals/collaboration with outside agencies and ideas for working with parents and teachers. Include 1-2 goals that might be included in an IEP, with 2 or more objectives for each goal. Relate information from articles regarding practice and theory etc.

#2 Evaluate/assess Conduct a student with whom you are currently working and write a special education evaluation report. Include the reason for the referral, review of records, social and developmental/health history, observations, student interview, parent and teacher input. Use one behavior assessment tool if possible. Conclude with a recommendation of eligibility/ineligibility and needed services. You may be able to do a
practice evaluation if none are required of you in your placement, or write up your own separate evaluation of a student being evaluated by your field instructor.

#3 Identify an issue or social skill area and create a classroom or group lesson(s)/activity(ies) addressing the issue and teaching the identified skill. Identify the targeted population and assessment of problem to be addressed. Include description/script of activity/lesson, materials to be used, number of lessons and length of time needed for each lesson/activity etc. Refer to information from articles regarding practice and theory. Include possible ways to assess whether issue/skill has been successfully addressed (pre-test/post-test, data collection etc.)

**Group Presentation Topic Options:**

Choose from the following policy topics or select one of your own (get prior approval from me). Include a description and analysis of a policy issue and example policy(ies) and describe effective and ineffective policy features/plans. Include the role of a social worker and identify all those involved in process of developing and implementing the policy. Describe the impact on student, staff, parents, schools and community. Use information from articles regarding theory, practice, and research of policy area (at least one article or book chapter per group member).

#1 School Discipline (identify target population, demographics)
#2 Parent Involvement
#3 Student Violence/Bullying/Harassment
#4 District and Building Crisis Response
#5 Attendance
#6 Least Restrictive Environment
#7 School Choices: Schools of Choice, Charter Schools, Voucher Programs
#8 Substance Abuse
#9 Dress Code

**OR**

Choose from the following vulnerable student populations or select one of your own (get prior approval from me). Several populations will be covered in class and are therefore left off this list. Include a description and analysis of the key issues relating to and affecting this group of students and present intervention/prevention strategies and possible policy implications. Use information from articles regarding theory, practice, and research of policy area (at least one article of book chapter per group member).

#1 Immigrant/Refugee/ESL
#2 Special Education (students with any category of disability CI, AI, EI, LD etc.)
#3 Children of Alcoholics/Substance Abusers
#4 Incarcerated Parents
#5 Domestic Violence
#6 Ethnical/Racial Discrimination
#7 Adopted/Foster Children
#8 Substance Abuse
#9 Pregnant and Teen Parents
Required Texts and Course Resources

There is one required text for this course, it has been ordered at the bookstores and one will be available at the School of Social Work Library on reserve for this class. The first two chapters can be found on the Course Tools site for this class. 


Assigned readings for each class appear in the Course Outline below. Additional readings will be assigned later, including ones from the following books and manuals. These will be on reserve in the library for this class and the readings will also be available on the Course Tools site for this class.

WrightsLaw: IDEA 2004, by Peter W.D. Wright and Pamela Darr Wright (an updated edition is due out soon with the current federal regulations)


Other Resources you may want to consult and can be used for your summary will be distributed later.

COURSE OUTLINE

Class #1: September 7, 2006-Course Introduction/Overview
- Syllabus/Assignments/Grading
- Overview of Course
- Housekeeping
- Intro. Exercises/Activities
- School Social Work Certification

Assigned Readings: Wheatley, Margaret J. Turning To One Another: Simple Conversations to Restore Hope to the Future: “Willing To Be Disturbed” San Francisco: Berrett-Kosher Publishers, Inc., 2002 (To be discussed in class)

Class #2: September 14, 2006-History and Role of Social Workers in Schools
- Origins and Evolution of School Social Work
- School Social Worker Roles and Responsibilities
- School Reform, School-Based Services
Assigned Readings: Chapters 1 and 2: Allen-Meares textbook (On Course Tools)
MASSW Reference Manual for Michigan School Social Workers: A Basic Guide to Practice:
Section 1: “SSWAA: School Social Work Services”, “School Social Worker Professional
Task Description”, “School Social Work Services”, “SSWAA Resolutions: School Social
Work Staffing Needs”, “SSWAA: Publications: School Social Work as a Career”. (all on
Course Tools site)

Other Readings:
Chapters 1 & 25: School Social Work: Practice, Policy and Research Perspectives, by

Class #3: September 21, 2006-Current Issues in Schools
• School Funding, Vouchers, Special Education, Title I, At Risk Etc.
• Magnet Schools/Academies, Charter Schools, Private Schools
• No Child Left Behind Federal Legislation
• Accountability and Testing Requirements-Data-Based or Out-Come Based Programs
• Social Work Standards and Ethics
• Attendance

Assigned Readings: Chapter 1, 5, 7: Allen-Meares textbook
MASSW Reference Manual for Michigan School Social Workers: A Basic Guide to Practice:
Section 1: “MASSW: Revenue Sources for School Social Work”; Section 3: “NASW Code
of Ethics: Social Work’s Core Values and Ethical Principles”, “Ethical Decision Making
Models Synthesis for Helping Professionals”, “No Child Left Behind: The Role of the School
Social Worker in Student Achievement”.

Other Readings:
Chapters 1, 9: School Social Work: Practice, Policy and Research Perspectives, by Robert

Class #4: September 28, 2006-School and Special Education Law
*Quiz Questions Due
• FAPE, IDEA 2004, 504
• LEA, SEA
• LRE, Inclusion, Range of Services
• Early Intervention, IFSP
• FERPA, Confidentiality
• Constitutional Rights
• McKinney-Vento Homeless Education Assistance Improvements Act of 2001
• Compulsory Education, Educational Neglect, Truancy

Assigned Readings: Chapter 5, 7: Allen-Meares textbook
Chapters 1, 2 Wrights Law IDEA 2004 (On Course Tools)


Class #5: October 5, 2006-School and Special Education Law
*Take-Home Test Handed Out (If Decided It Will Be Take-Home)
   • Eligibility Categories and Requirements for Certification (AI, EI)
   • Special Education Referral, Notification and IEPT Meetings
   • Initial and Three-Year Evaluations Rules
   • Completing IEP Form Including Goals and Objectives
   • Discipline, Placement and Manifestation Determination

Assigned Readings: Chapter 5, 7: Allen-Meares textbook
Chapters 1, 2 Wrights Law IDEA 2004 (On Course Tools)


Class #6: October 12, 2006-Assessments
   • School Special Education Evaluations-Initial and Reevaluations
   • FBA and FBP/BIP
   • Needs Assessment

Assigned Readings: Chapter 7: Allen-Meares textbook


Class #7: October 19, 2006- Assessments (Continued)
*Hand In Take-Home Test Or Take In-Class Test
   • Observations (Video: “Educating Peter”)

Class #8: October 26, 2006-Theoretical Models of Intervention in Schools

   • Overview of Theoretical Models Including General Systems Theory Perspective, Ecological Perspective, Family Systems Perspective
• Overview of Social Work Interventions Including Evidence-Based Practice
• Individual & Group Therapy, Crisis Intervention, Cooperative Learning, Peer-Counseling
• Behavior Management (Techniques For Classroom And Group Settings and Behavior Modification)

Assigned Readings: Chapters 3, 4, 6, 10, 11: Allen-Meares textbook

Other Readings:
The Essential 55, by Ron Clark, 2003 Hyperion

Class #9: November 2, 2006-Vulnerable Student Populations
  *Hand Back Corrected Tests
  • Children Of Poverty
  • Discrimination (Video: “Eye Of The Storm And Blue Eyes, Brown Eyes”)
  • Achievement Gap (Ethnic/Racial/Gender/Social-Economic Differences)

Assigned Readings: Chapter 11: Allen-Meares textbook

Class #10: November 9, 2006-Group Presentations/Vulnerable Student Populations
  Guest Speaker (Tent.)
  • GLBT-GLSEN

Class #11: November 16, 2006-Group Presentations/Child Abuse/Neglect Issues
  Guest Speaker (Tent.)
  • Identifying Possible Abuse/Neglect of Children
  • Reporting To Children’s Protective Services, Filing 3200 Form


Class #12: November 30, 2006-Group Presentations/School Social Work Practice
  Guest Speakers (Tent.)
  *Papers due
  • Panel Discussion With School Social Workers (Tentative)

Class #13: December 7, 2006-Group Presentations/Wrap Up Course

Other Topics will be included as time in the schedule allows-TBA