Welcome!! 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. 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. Work effectively with professionals and lay persons 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 Four 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.

**Course Tasks and Grading Criteria**

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

- Class Participation/ Mini Projects: 30%
- Weekly Class Assignments/ Journals: 30%
- Paper: 40%

**Class attendance and participation is required.** Please inform me (through E-mail, note, or by phone message) if you will miss a class. Be prepared for small group discussions, simulations, games, and problem solving groups based on the readings or prior lectures. Mastery of the readings is essential before every class. NOT ALL THE READINGS LISTED ARE REQUIRED READINGS. For any given week you will not have more than three readings (sometimes less) to prepare for class. Based on past 642 classes there is a wide range of interests, past experiences, and skill level amongst students who take this course. So I provide extra alternative readings and extra required readings so that you can better match the readings to your interests. If you have vast experience in the schools and are very familiar with
a specific topic area for a particular week and would like to substitute articles or chapters with more recent articles from NASW journal Social Work in Education on that broadly address the same topic, please let me know in class or via email. 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).

The weekly assignments include keeping a 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. I will collect the journals two weeks before the end of the term. Other assignments will include short interviews with teachers/ principals, observational visits to local schools, and short investigative projects designed to familiarize you with ways to gather data for your papers. These will be explained in detail during class meetings.

Mini Projects: These will include half hour discussions/ presentations/ small group activities lead by small groups of students on a particular topic or book. These could include investigative reports or interview with school social workers in the field and a report back to members of the class. More information on this will be provided during the first week of class.

Field trips (s). You will have three self defined and independent field trips to school programs/ locations. This will also be discussed and formalized in class meetings. Most likely, students will go in small groups to programs or locations that have innovative programs in schools.

Guest Lectures. I invite leading school social workers to share their programs with our class during the term. I think this is one good way for you to become familiar with creative developments in the field and/or how individual social workers have invented new areas of practice.

Course Texts


Other alternative readings can be found in the Library or you can read for free on the internet. I've included the web locations of where you can find specific materials. For example, Standards for School Social Work (1992) from NASW and Administrative Rules for Special Education, Michigan State Board of Education are also required. They can be found/ downloaded off of various websites (see them listed later in the course outline). Other books that you select along with me may be part of particular mini projects so you might want to wait until you are assigned your mini-project group. Examples of these types of books are Full Service Schools by Dryfoos (1994). Other possible mini-project books are You Can't Say- You Can't Play (1992) and White Teacher (1989) by Vivian Gussin Paley and Savage Inequalities (1992) by Kozol. There are many more books that can be used for the mini-projects and/ or substituted for the examples listed. We will discuss the mini projects in detail so you should not buy or check out those materials before class. In general, the mini-project is meant to allow you to go into a particular area of interest "in-depth" but not to the extent of the paper (the paper and mini-project CAN be on the same topics area.
CLASS SCHEDULE AND READINGS
All readings with a ** are required

Class I 9/5- 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.

**The following is required: The state definition of a “school social worker, qualifications, and competencies”. It is available for free on the Michigan State Department of Education web site: http://www.state.mi.us/orr/ You need to pull down the menu/ click on search and type school social worker—(just typing it in the top search box won’t work—you must type it in the side menu search). Then check the last “school social worker” finding in the search...it will give you the official definition.

**The following list of standards is required is available for free on the NASW web site: (http://www.naswdc.)

**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: (http://www.naswdc.org/pubs/)

Standards For The Practice Of Social Work With Adolescents

**Code of Ethics

Or, the School Social Work Section Web site: see also for school social work section (http://**http://www.naswdc.org/practice.htm)

Class II 9/12 - The scope of school social work and framework for social work in schools "Ecological Theory." Savage inequalities video...Moyers.

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

National Center for Educational Statistics Web-site: http://nces.ed.gov/

Several recent reports may be of interest:

Status of Educational Reform in Public Elementary and Secondary Schools: Teachers’ Perspectives (see also Principals perspectives). 2-23-99/ 5-19-98

Parent Involvement in Children’s Education: Efforts made by Public Schools 2-3-98
**Class III - 9/19** - Continuation of ecological theory and school services. This is the Second Day of Rosh Hashana. I will not be in Class. Tony Alvarez as agreed to do a two session special class on using Adventure in school social work services. I'll ask him for readings for this class or a web site to look at. I'll also ask him to explain how he links Adventure to consultation with teachers.


Chapter 44 (by Santos Torres, Jr.) The Status of School Social Workers in America. Both deal with school social work as a profession.

Chapter 12 (by Carolyn Pryor) Techniques for assessing family-school connections.


**Class IV- 9/26** The design and delivery of school social work services. Prevention, Promotion, Secondary, Treatment considerations. This is Yom Kippur Eve and I will not be in class. Please read this material even though most of it will be talked about later during the term when we get into “types of interventions”. Tony Alvarez will continue going through uses of adventure as interventions for this class.


**Freeman et al (1998) Chapters 30 (by Franklin and Allen-Meares) Social Workers are a critical Part of the Link.

Chapter 32 (by Jill Duerr Berrick and Mark Duerr.) Maintaining Positive School Relationships: The Role of the School Social Worker vis-à-vis Full Service Schools.

Chapter 37 (by Janet Perloff) Medicaid managed care and urban poor people; Implications for social work

Chapter 38 (by Cynthia Franklin and Calvin Streeter) School Reform: Linking public schools with Human Services


**Class V - 10/3-** Target groups of students (Please pick two articles from Freeman). We will have class starting at 1 pm and it will not be in our regular room. I will send you via email the room we will meet at. You'll be observing and listening to a working group of papers surrounding the monitoring of school violence at the district and site levels. The panel will be a superintendent, principal, vice principal, teachers from Israel. They are using a new computer program to monitor school violence and cater grass roots interventions to address each school/ classes issues. Class will go until 4pm on this day. Please try and link how the target groups below would be impacted if you had such a monitoring system in your school/ agency. I will give you more information as it gets closer to the date.


Chapter 15 (by Katherine M. Dunlap) Supporting and empowering families through cooperative preschool education.

Chapter 23 (by Harriet Goodman and William Ford) Group work with hi-risk urban youths on probation.

Chapter 24 (by David Timmer) Group support for children with attention deficit hyperactivity disorder.


Class VI - 10/10- More target groups (please pick 3 articles from the following). It's Elementary Video. Mini Project idea due—please turn in

**Freeman et al (1998) Chapter, 17 (by Carolyn Smith) Factors associated with early sexual activity among urban adolescents,

Chapter 19 (also by Smith). Outcomes of mandated preventive services programs for homeless and truant children: A follow-up study.

Chapter 33 (by Jack Wall) Homeless children and their families: Delivery of educational and social services through school systems and communities.

Chapter 6 (by Robert Ayasse) Addressing the needs of foster children: The foster youth services program


PAPER OUTLINE DUE (with initial computer search and references)

**Allen-Meares, et al. Chapter 8: Children with Disabilities

**IDEA Homepage; http://www.ed.gov/offices/OSERS/IDEA/

**Full IDEA Law; http://www.ed.gov/offices/OSERS/IDEA/IDEA  or http://www.ed.gov/offices/OSERS/IDEA/the_law.html

**IDEA overview: http://www.ed.gov/offices/OSERS/IDEA/overview or http://www.ed.gov/offices/OSERS/IDEA/regs

**IDEA questions and answers: http://www.ed.gov/offices/OSERS/IDEA

**Functional Behavioral Assessment and Behavioral Education Plans: Implementing the Student Discipline Provisions of Idea; http://www.naswdc.org/sections/SSW/schclark

**Administrative Rules for Special Education, Michigan State Board of Education (they have a website http://www.state.mi.us/execoff/admincode/data/AC00340/S01701.txt


Class VIII – 10/ 24 Special Education Continued (Choose 3 of the following articles/chapters). Kevin Hudson—speaker.


Chapter 41 (by Schmitz and Hilton). Combining Mental Health treatment with education for Preschool children with Severe Emotional and behavioral problems.

Chapter 42 (by Raines, J.C.) Appropriate versus least Restrictive: Educational Policies and Students with Disabilities.

Chapter 7 (by Barbara Peo Early) Decelerating self stimulating and self-injurious behaviors of a student with autism: Behavioral interventions in the classroom.

Chapter 10 (by Diane Kistner and Kevin DeWeaver) Nonconvulsive seizure disorders: importance and implications for school social workers.

Class IX – 10/31 Special Education Continued—pick your own journal article!! Trip to Roberto Clemente High School. Class will be from 1 to 4 on this day. We will meet at RC and arrange car pools from SSW. RC is out at 2:30. This will give us a chance to see the school in action.

**Freeman et al (1998) Chapters 29 (by Freeman, E.M.) Everything I know about Consultation: Implications for Community Practice. and

Chapter 22 (by O’Conner and Korr.) A Model for School Social Work Facilitation of Teacher Self-Efficacy and Empowerment.

Chapter 8 (by Jan Karoly and Cynthia Franklin) Using portfolios to assess students’ academic strengths: A case study

Chapter 1 (by DeJong and Miller) How to interview for clients strengths.

Or Choose 2 recent journal articles related to special education research that interest you from any one of the journals listed below; be ready to present them in class.

Behavioral Disorders
Journal of Special Education
Journal of Emotional and Behavioral Disorders
Journal of Learning Disabilities
Journal of School Psychology
Journal of Educational Psychology

Sheva Locke speaker.


Elementary and Secondary Education Act—Reauthorization …

**ESEA sites; http://www.ed.gov// for an overview of all the components.
http://www.ed.gov/offices/OESE/ESEA/themes/ or publications
http://www.ed.gov/legislation/ESEA/


**FY1999 Major New Initiatives and Funding Opportunities; http://www.ed.gov/


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**Class XI 11/14 - Continuation of week X. Issues of culture, gender, and sexual orientation. School Colors Video.**

**Freeman et al (1998) Chapter 5 (by Aminifu Harvey and Julia Rauch) A comprehensive afrocentric rites of passage program for black male adolescents.**

Chapter 3 (by Christian Molidor) Female gang members: A profile of aggression and victimization.

Chapter 11 (by Caple, Salcido, and di Cecco) Engaging effectively with culturally diverse families and children

Chapter 13 (by Fong and Wu) Socialization Issues for Chinese American Children and families.


Gender, culture, and ethnicity: Current research about women and men., Mountain View, CA, USA: Mayfield Publishing Co (xii, 363), 121-134


Alt: Nesmith., A., Burton, D. & Cosgrove, T. J. Gay, lesbian and bisexual youth and young adults: Social support in their own words. Journal of Homosexuality; Vol 37(1), 95-108


Class XII - 11/21-- Pre-thanks giving class….we will discuss in class how many will be here before we choose the topic.

Class XIII - 11/28 - School aggression/violence/ bullying. FINAL PAPERS DUE.


Chapter 4 (by Rudolph Alexander and Carla Curtis) A critical review of strategies to reduce school violence.

Chapter 26 (by Ron Astor) School violence: A blueprint for elementary school interventions

Chapter 27 (by Edith Freeman) The many faces of violence; Policy and practice implications

Alt: National Center for Educational Statistics Web-site: 
http://nces.ed.gov/pubsearch/getpubcats
They also have updated versions for 1999 and 2000


Class XIV- 12/5- Responding to a school/community-wide crisis.

**School Safety website with kits, manuals, training programs for school crisis/ safety.**
http://www.mde.state.mi.us/school/safety

http://www.ed.gov/offices/OSERS/OSEP/earlysrn


Class XV--12/12 Class Final Journals Due.


PAPERS

The purpose of the paper is to create an original review or practical piece that utilizes exiting research and social work literature's. If you begin the process early the paper is manageable and many students have found it rewarding. Some have submitted papers for publication. It is not possible to write a paper like this towards the end of the term and receive a good grade. The process of research is considered as important as the paper itself for this assignment. I make myself very available to those who need help in finding a topic, conducting a computer search, creating an outline etc. You must make an appointment or come to office hours if you would like to confirm your topic. Therefore, the main goal is to encourage thinking (and dialogue with me) early in the term and beginning the review process long before the paper is written. Consequently, once the outline is submitted, you must be committed to the topic. Final papers handed in that are a different topic or do not follow the outline WILL NOT BE READ and the student will not pass the course. Barring health or external crises, no make up papers or extensions will be permitted.
Overall, student papers in the past have been outstanding!! Only those who did not follow the guidelines/ process listed did poorly. So I urge you to take the paper seriously and start early in the term.

Write a single research/term @ 8-10 pages (Times Font/ 12 point/ 1.25 inch margins-using APA style manual fourth addition--or Chicago style if you like it better.). An outline of the paper with references is due at the beginning of class on 10/17 (I expect that a complete social work abstracts search and/ or ERIC and/or PSYCH LIT computer search on the topic will be done for the outline) . If you are unsure about a topic or want to check with me on a topic--Please make an appointment to meet with me to discuss your research topic/outline/or intervention project before handing in your outline. Papers are due at the beginning of class on 11/28. Extensions on papers are rarely granted (e.g., except for medical crisis etc.). Papers are marked down a half grade for every day late. Nevertheless, it is possible to hand the paper in early and receive extensive feedback from me.

Papers should outline the history of the topic and explain present policies at the federal, and state levels as well as one local school district. Any central controversy should be highlighted and the role of the school social worker, both present and ideal should be presented. In dealing with a broad topic the student may choose to narrow his or her focus to a certain target group, for example, Chapter 1 programs at the elementary school level. However, I am extremely flexible regarding the topic and scope of your paper. In the past many students negotiated different types of papers based on their interest or topic. For example, one student, surveyed local districts and gathered school based curricula on suicide prevention. She compared these results with National Standards and analyzed what was missing in the local materials. This was all embedded in a review of the literature. For article style reviews or practice oriented papers check the journal "Social Work in Education" (most of the articles assigned for this course are examples) and follow their format. The various formats in this publication offer the best examples of what is expected.

Examples of Paper Topics (you may choose other topics--these are only examples):

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