

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

COURSE NO.:	SW 360K / SW 387R	INSTRUCTOR:	DANA JONES, LCSW-S
UNIQUE NO.:	61145 / 61315	PHONE NUMBER:	512-577-5579
SEMESTER:	SPRING 2021	OFFICE NUMBER:	3.116C
MEETING TIME:	MONDAYS 5:30 - 8:30 PM	EMAIL:	DANA.JONES@UTEXAS.EDU
MEETING PLACE:	SSW 2.130/ZOOM	Office Hours:	Office hours by appointment

SOCIAL WORK PRACTICE IN SCHOOLS

I. Standardized Course Description

This course will focus on the provision of school-based social services to children and adolescents and their families and the roles social workers play in delivering such services. Content discussed will include the historical context of school-based social services and school social work; relevant national and state legislation and policies; a comparison of models used in the provision of school-based services; specific techniques used by school social workers in delivering culturally competent social services and in promoting social and economic justice. Emphasis will be on the effective delivery of intervention strategies to at-risk populations and on the development of quality prevention programs in a school setting.

II. Standardized Course Objectives

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

1. Explain the historical context of school-based social services and school social work from the perspectives of the history of public school education, social welfare, and the profession of social work;
2. Demonstrate an understanding of the unique aspects of providing social services in the contexts of school and educational settings.
3. Identify and analyze relevant national and state legislation and policies that have an impact on the delivery of school-based social services to children and families;
4. Identify and analyze personal and professional social work ethical and value dilemmas that may occur while providing social services in school settings;
5. Compare and analyze different organizational and practice models used in the provision of school-based services;
6. Demonstrate familiarity with culturally relevant techniques and strategies for intervention with individuals, groups, families and communities within the school practice setting;
7. Discuss relevant research and program evaluation data relevant to the provision of school-based social services and be able to develop and implement methods for evaluating school-based social services;
7. Understand and apply information about the needs of diverse populations, including ethnicity, gender, sexual orientation, religion, class, gender and physical emotional abilities, the impacts of such diversity on individuals and their families in school setting, and the roles that social workers can play in helping such settings meet diverse needs and promote social and economic justice to actual case situations involving children and their families in school settings.

III. Teaching Methods

This course is designed to provide the student with a meaningful learning environment to acquire skills and knowledge about Social Work practice in schools. The instructor believes in an active learning approach, an approach asserting that the learning process is one in which reciprocity between the instructor and students is a necessity. Teaching methods include a combination of lecture, group discussion, small group experience, social problem and current event analysis, guest speakers, readings/videos and class presentations. Students are expected to complete assigned readings prior to each class period. Class instruction is designed to encourage student participation and input. It is imperative for effective practitioners to engage in an ongoing process of enhancing awareness of self. In this spirit, I ask that you mull over information and apply it to yourself as a developing professional. You are encouraged to ask questions, stay curious, consider differing perspectives. Feedback is crucial in the field of Social Work and I am open to your giving feedback to me as we learn alongside one another in this course. To do so, contact me and schedule a time to meet.

IV. READINGS

2 REQUIRED Textbooks:

Hammond, Zaretta. (2015). *Culturally Responsive Teaching & The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Thousand Oaks, CA: Corwin- A Sage Company.

Desautels, Lori L., Ph.D. (2020). *Connections Over Compliance: Rewiring Our Perceptions of Discipline*. Deadwood, Oregon: Wyatt-Mackenzie Publishing.

Optional Text Resources:

Jarolmen, J. (2013). *School Social Work: A Direct Practice Guide*. Thousand Oaks, CA: Sage Publications.

Bailey, Becky A., Ph.D. (2000). *Easy to Love, Difficult to Discipline: The 7 Basic Skills for Turning Conflict into Cooperation*. New York, NY: Harper Collins Publishers.

Additional required readings will be supplied to students via Canvas or in class:

Additional readings from other books, journal articles and news sources will be available on UT Canvas in the folder corresponding to the week assigned or handed out in class the week prior to due date.

V. COURSE REQUIREMENTS:

Your grade for this course will be based upon the following five assignments. Students are strongly encouraged to attend all class meetings. Participation is viewed as a necessity for learning through an exchange of information between students and also between instructor and students. Additionally, students are encouraged to meet with the instructor to review their individual progress in the class, ask questions regarding class content, and also discuss their goals and future directions in the social work profession.

For all writing assignments submitted for this course.

Be sure to proofread your paper for grammar, spelling and correct use of APA (6th ed.) format. The content of student papers is important and thus a major part of the grade, however, paper grades will also be based on organization, grammar, spelling, punctuation and correct use of APA (6th ed.) style. Content, clarity, creativity and professionalism in writing will be considered when grading assignments.

**Undergraduate students are encouraged to use the Undergraduate Writing Center for assistance with their writing skills and graduate students can seek help from the graduate writing coordinator.

1. Culturally Responsive Practitioner Development: Self-Reflection Paper (15%) - Due February 15, 2021.

This assignment asks you to examine with curiosity your cultural self- what drives you, what shapes your worldview, and what influences your approach to engaging others. This process of self-reflection through guided questions will provide you with a glimpse into your implicit biases and in turn, better prepare you for working within a school system and with culturally diverse students/families/colleagues.

To prepare for this self- reflection paper, you will read Chapters 2 & 4 from Zaretta Hammond's text, *Culturally Responsive Teaching and the Brain- Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students.*

NOTES:

- After completing the two chapters, you will reflect and respond to a list of guided questions that will be handed out in class on 1-25-2021.
- The paper should be typed (double-spaced) and stapled. Submit paper electronically.
- Be certain to put your name and Class Section (SW 387R or SW 360K) at the top right hand of paper.
- Length of Paper:
 - Undergraduate Students: 3-4 pages
 - Graduate Level Students: 5-6 pages

2. Psychology of Radical Healing Syllabus Assignment (15%) – Due March 1, 2021

Students are asked to review the Radical Healing Syllabus posted on Canvas and select one item of interest (reading or multimedia) to read/watch and take in. From this information, you are to summarize major 3 major take-aways from the source in either a narrative paper format or a Power Point. With each selected concept, approach with curiosity and a wide aperture. Ask questions, challenge ideas, contemplate next steps. Get Creative about how best to expand on your learning.

Grading Rubric for assignment will be provided in class.

- Length of Paper:
 - Undergraduate Students: 3 page paper on the above (no peer review article required)
 - Graduate Level Students: (4 page paper and 1 page article review)
 - 4 pages
 - Read one peer review journal article related to your chosen topic. Describe how the findings from the article support or challenge your learnings.
- If you opt to create a Power Point, you will address your 3 main take aways with depth. Graduate level students will add information from related journal article.

3. Mid-Term Take Home Exam (25%)

The Mid-Term Take Home Exam is aimed at synthesizing lecture, class discussion and reading information from the course to date. Please refrain from discussion of answers for this Take-Home exam with fellow classmates as this is not a collaborative assignment. More details will be given in class. **Exam will be handed out in class on 3/22/2021 and will be due at the beginning of our class on 3/29/2021.**

4. **Small Group Class Presentations during class on APRIL 19, 2021- (20%)**
Written Peer Feedback to a Group (5%)

PURPOSE: One important role for school social workers is to provide education and training to multidisciplinary school staff. The presentation information should specifically be aimed at a broad audience of teachers, administrators, counselors and/or school support staff.

For this assignment, students will work in small groups of 3-4 and **develop a BRIEF 15 minute presentation on a topic designed to increase school staff understanding about an issue related to a student, family or campus need.** This is not expected to be a comprehensive explanation of all aspects of a topic; rather, it will be a brief identification of an issue/intervention/systemic reality/program, etc. with basic points that will generate a basic piece of knowledge around the topic and spike interest for further exploration. If we, as learners, walk away thinking, "I want to know about this....", you have done your job with this presentation.

Topics can vary and focus on identified student needs, school climate, classroom interventions, understanding of a population needs, etc. The trainings are not intended to teach school staff how to act as mental health providers, but rather to target how knowledge of the topic could enhance their roles within the school and contribute to child well-being/academic success.

All topics will be approved by the instructor and we will discuss options together in class.

RUBRIC FOR GRADING:

I. Group Presentation (20%)

Presentations will be graded based on content (focus, accuracy, and relevance for audience) and presentation (clarity, organization, creativity, adhering to time constraints).

Get Creative!!!

- Students may use varied methods for their online presentations, such as lecture with visuals (power points, short video, etc), skill demonstrations, or an activity to engage the group.
- **REQUIRED VISUAL:** Please create a brief PPT or shared document(s) to accompany your verbal online presentation that will be incorporated into your presentation. (PPT is not required.)
 - The Visual(s) will need to be:
 - posted on CANVAS (Discussion Board) for class access
 - emailed to instructor on day of presentation- 4/19/2021

The presentation should also include the following 4 points:

- Overview of the topic; including definitions of terms, incidence rates (when relevant), effects on student behavior, etc.
- Why is it important for school staff to be aware of this topic/issue?
- How will the information shared help school staff better assess and meet the needs of students and/or the school community, and enhance learning?
 - What are the specific take-aways from the training?
 - What are you hoping school staff will "do?" What do you want to discourage them from doing?
- Cite your sources in your PPT presentation (if used) and/or resource page if using a stand-alone document

II. Written Peer Feedback: (5%)

Giving and Receiving Feedback is essential to Social Work and this will provide that opportunity for practice

- Each individual will be assigned to provide written feedback to a "presenting group" based on their class presentation
- Feedback Form will be reviewed and provided by instructor

5. **School Social Worker's "Question and Answer" Assignment: Short Written Assignment and Class Sharing 5/3/2021- (10%)**

- As we end our time together, this class meeting will provide us all a time to review our learning together. We will engage in a group conversation driven by individual class members to take a look at the nuts and bolts, nuances, barriers and challenges to providing Social Work in a School setting.
- **Here is how we will do this- there are 2 parts to this assignment:**
 1. Each individual class member will be responsible for having crafted **1 question of personal interest/challenge related to School Social Work and a thoughtful response based on learnings from**

the semester that will be submitted in double-spaced typed format via email to the instructor by 5/3/2021.

- Length of Typed Submission:
 - i. Undergraduate Students: 1 page
 - ii. Graduate Students: 2 pages

2. Each student will verbally share his/hers/their question and learning with the class on 5/3/2021.

• **NOTE:**

It is important to remember that we all are life-long learners and I encourage you to go towards the difficult; in other words, you may formulate a question that is not simply answered as this work can be complicated, layered, and fraught with ethical dimensions. Do your best at responding to your own question and know that we as a group will flesh out the issues together as we wrap up our time together.

6. **Class Participation (10%)**-This grade includes attendance (for classroom and online instruction) and active engagement in the class as described below under "Class Policies". **Participation in all class meetings will be through Zoom with guidelines provided in class about how to best navigate this online forum as a class contributor/learner.**

VI. Grading

1. Culturally Responsive Practitioner Development: Self-Reflection Paper_	15%
2. Psychology of Radical Healing Syllabus Assignment	15%
3. Mid-Term Take Home Exam	25%
4. Small Group Class Presentation	20%
Written Peer Feedback to a Group	5%
5. Final Question/Response Assignment	10%
6. Class Participation	10%

TOTAL 100%

Grading Scale

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. University Policies

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and

sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <https://deanofstudents.utexas.edu/conduct/academicintegrity.php>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE *(There will be future revisions to course outline)*

DATE Mondays	TOPIC(S)	READING	ASSIGNMENTS
Class #1 1/25/2021	Introduction to the Course Philosophy History of School Social Work Setting: Culture and Climate Language of Schools- Acronyms	*Syllabus	Review Assignments: Zaretta Hammond Reflective Paper Radical Healing Syllabus paper/ppt
Class #2 2/1/2021	School Social Workers: Who are we and what do we do? Roles & Skills Professional Values/Ethics Collaboration with Parents and Teachers	Text: Hammond, Z.- Chapters 2 &4 *Canvas: Dupper, D. <u>School Social Work</u> , Ch. 1 *NASW Commission on Education Position Statement Elements of School Social Work Services Optional Resource Article: "Social Work, Psychology, Counseling in schools"- 1984 PPT: Collaboration- Parents and Teachers	
Class #3 2/8/2021	Navigating Policies and Law <ul style="list-style-type: none"> • Confidentiality • Consent • Mandated Reporting 	Canvas Handouts: <ul style="list-style-type: none"> • Revisiting the Duty to Warn Issue • 4 Types of Child Maltreatment • Reporting Suspected Abuse or Neglect of a Child in Texas: Reporting Basics • Confidentiality-Laws-Spark Handout • Sample AISD Counseling Consent form 	Assign Conscious Discipline Skills to class
Class #4 2/15/2021	Understanding Students (Assessment), Collaboration and use of the NME Model At-Risk students Neuro-sequential Model of Education (Bruce Perry)	Handout: The Six R's (Dr. Bruce Perry) PPT: Assessments, Relationship-Building and Collaboration in Schools	Culturally Responsive Paper Due

<p>Class #5 2/22/2021</p>	<p>Promoting Social Emotional Learning Competencies & Collaboration with School staff and Parents</p> <p>Engaging Teachers and Parents Conscious Discipline- Dr. Becky Bailey, PhD</p>	<p>Text: <u><i>Easy to Love, Difficult to Discipline: The 7 Basic Skills for Turning Conflict into Cooperation</i></u></p>	<p>Be prepared to co-teach one Conscious Discipline Basic Skill to the class</p>
<p>Class #6 3/1/2021</p>	<p>Trauma in Schools</p> <p>Trust-Based Relational Intervention Creating Trauma Responsive Classrooms/Schools Trauma Response- Self-Care for Social Workers</p> <p>Radical Healing</p>		<p>Radical Healing Syllabus Assignment Due</p>
<p>Class #7 3/8/2021</p>	<p>Navigating Conflicts and Restoring Relationships</p> <p>Collaborative Problem Solving School to Prison Pipeline/Zero Tolerance Restorative Practices</p>	<p>*Canvas:</p> <p>Carter, Susan. "The School-to-Prison Pipeline: A Primer for Social Workers"</p> <p>Video: Stuart Ablon <i>Changeable: How Collaborative Problem Solving Changes Lives at Home, at School and at Work</i></p> <p>https://www.youtube.com/watch?v=1UuTLloE-6A</p>	
<p>No Class 3/15/2021</p>	<p>Spring Break</p>		
<p>Class #8 3/22/2021</p>			<p>Mid-Term Take Home Exam Handed Out</p>
<p>Class #9 3/29/2021</p>	<p>Trauma Revisited</p> <p>Creating Trauma Responsive Classrooms/Schools Trauma Response- Self-Care for Social Workers Neuro-sequential Model in Education</p>	<p>Movie: PAPER TIGERS</p>	<p>Mid Term Exam DUE</p> <p>Watch: 2 YouTube Videos by Dr. Ken Hardy</p> <p>"The Assaulted Sense of Self" (6:45) https://www.youtube.com/watch?v=i26A5oecJWM</p> <p>"Trauma" (1:11:55) https://www.youtube.com/watch?v=i26A5oecJWM</p>

Class #10 4/5/2021	<p align="center"><u>System Focused Interventions:</u></p> <p>Discuss Dr. Hardy Videos</p> <p>Strengths- Based Approach to Bullying</p> <ul style="list-style-type: none"> Exploring <u>Bully Nation</u> highlights <p>Restorative Practices Paradigm</p>	<p>Text: <i>Bully Nation: Why America's Approach to Childhood Aggression is Bad for Everyone</i></p> <p>PPT Resource: Bullying and Restorative Practices</p>	<p>Watch: 1 YouTube Video: Interview with Susan Porter (6:25)</p> <p>https://www.youtube.com/watch?v=1Kfn4u3YVT8</p>
Class #11 4/12/2021	<p align="center"><u>Student Focused Interventions</u></p> <p>School Based Mental Health</p> <p>Counseling- Individuals and Groups in Schools</p> <p>Seeing Beyond Misbehavior Collaborative Problem Solving/Collaborative and Proactive Solutions Ross Greene, PhD Stuart Ablon, PhD</p> <p>Managing and Moderating Conflict Setting Limits De-escalation Strategies</p>		<p>Video: Stuart Ablon <i>Changeable: How Collaborative Problem Solving Changes Lives at Home, at School and at Work</i></p> <p>https://www.youtube.com/watch?v=1UuTLloE-6A</p>
Class # 12 4/19/2021	Class Group Presentations	Present and Give/Receive Feedback	Class Presentations
Class #13 4/26/2021	<p><u>Crisis Response in Schools</u></p> <p>Types of Crisis</p> <ul style="list-style-type: none"> NSSI: Non-Suicidal Self-Injury Suicide Risk Assessment 	<p>PPT Resource: Working with Depression, Anxiety and Crisis</p>	
Class #14 5/3/2021	Final Thoughts on Social Work in the School Setting		In Class Q & A assignment DUE (paper and discussion)

X. Bibliography

Books:

Ablon, J. Stuart & Pollastri, Alisha R. (2018). *The School Discipline Fix: Changing Behavior using the Collaborative Problem Solving Approach*. New York, NY: W. W. Norton & Company, Inc.

Bailey, R.A. (2000). *Easy to love, difficult to discipline: the seven basic skills for turning conflict into cooperation*. New York, NY: HarperCollins Publishers

Bravo, L., Glasser, H. & Block, M.L. (2012). *Notching Up- The nurtured heart approach- The new inner wealth initiative for educators- Workbook*. Tucson, AZ: Nurtured Heart Publications

Dupper, D.R. (2003). *School Social Work- Skills and interventions for effective practice*. Hoboken, NJ: John Wiley & Sons, Inc

Fay, Jim. (2005). *Schoolwide Discipline Plan Without the Loopholes: Yea, but.... A salamander is not a fish!* Golden, CO: Love and Logic Institute, Inc.

Greene, R.W. (2014). *Lost at School: Why kids with behavioral challenges are falling through the cracks and how we can help*. New York, NY: Scribner

Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain- Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Thousand Oaks, CA: Corwin- a SAGE Company

Hansen, V. & Hays, J.R. (2016). *Texas Law for the Social Worker- A 2016 Sourcebook*. Houston, TX: Bayou Publishing.

Openshaw, L. (2008). *Social Work in Schools- Principles and practice*. New York, NY: The Guildford Press

Porter, S.E. (2013). *Bully Nation- Why America's approach to childhood aggression is bad for everyone*. St. Paul, MN: Paragon House

Purvis, K.B., Cross, D., & Sunshine, W.L. (2007). *The Connected Child: bring hope and healing to your adoptive family*. New York, NY: McGraw-Hill

Rechtschaffen, D. (2014). *The way of mindful education: cultivating well-being in teachers and students*. New York, NY: W. W. Norton & Company, Inc.

Stanchfield, Jennifer. (2014). *Inspired Educator Inspired Learner: Experiential, Brain-Based Activities and Strategies to Engage, Motivate, Build Community and Create Lasting Lessons*. Bethany, OK: Wood N. Barnes Publishing.

Articles:

Oehlberg, B. (2008, Fall/Winter). *Why Schools Need to Be Trauma Informed. Trauma and Loss: Research and Interventions*. Retrieved from <https://www.tlcinstitute.org>

Radin, N. & Welsh, B.L. (1984, Jan-Feb). "Social Work, Psychology, and Counseling in the Schools". *Social Work*. 28-33.

Websites:

<http://www.thinkkids.org> (Stuart Ablon, Ph.d.)

www.calm.com (guided breathing sessions)

<https://child.tcu.edu/about-us/tbri/#sthash.uQ2yVDgg.dpbs> (Trust Based Relational Intervention-TBRI)

<http://childtrauma.org> (Dr. Bruce Perry- Child Trauma Academy)

www.consciousdiscipline.org (Becky Bailey, PhD)

www.destressmonday.org (breathing visuals)

<https://www.dfps.state.tx.us> (Texas Department of Family and Protective Services)

<https://www.drdansiegel.com> (Daniel Siegel, MD)

<https://www.mindsightinstitute.com> (Dan Siegel, M.D.)

www.gonoodle.com (stretching, breathing, learning videos)

www.healthiersf.org/RestorativePractices/Resources/links.php (Restorative Practices)

www.livesinthebalance.org (Ross Greene, PhD)

www.mindyeti.com (interactive breathing exercises)

<https://tea.texas.gov> (Texas Education Agency)

<https://www.tinabryson.com> (Tina Payne Bryson- media archives)

Apps

[Insight Timer](#) (peaceful timer and adult guided meditation sessions)

[Calm](#) (timed guided meditation sessions)

[Chakra Chime](#) (timer with peaceful bells)

[Settle Your Glitter](#) (guiding kids to calm)

[Breathing Bubbles](#) (Interactive breathing exercises)

[Calm Kids w/ Mamaphant](#) (Interactive stretching exercises)

[Mindful Life Project](#) (Spanish & English mindfulness sessions)

[Smiling Mind](#) (Mindfulness lessons for all ages)

[Super Stretch Yoga](#) (Interactive stretching exercises)