

**THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 360K/SW 387R	Instructor:	Dana Jones
Unique Number:	59790/59945	Email:	dana.jones@utexas.edu
Semester:	Spring 2022	Office:	
Meeting Time/Place:	Mondays	Office Phone:	512-577-5579
	5:30pm-8:30pm	Office Hours:	By appointment
	SSW 2.130		

SOCIAL WORK IN THE SCHOOL SETTING

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;
8. 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 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. REQUIRED TEXT AND MATERIALS

1. Perry, Bruce D. & Winfrey, Oprah (2021). *What Happened to You? Conversations on Trauma, Resilience and Healing*. New York: Flat Iron Books.
2. <https://www.neurosequential.com/covid-19-resources>
3. Porter, S.E. (2013). *Bully Nation- Why America's approach to childhood aggression is bad for everyone*. St. Paul, MN: Paragon House

Class Handouts and Required Readings listed in the syllabus and/or found on Canvas.

Optional Text:

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.

V. COURSE REQUIREMENTS

I. Self-Reflection Paper: Becoming a Culturally Responsive Practitioner (15%)- DUE: 2/7/2022

Assignment: This assignment asks you to examine with curiosity your personal school experiences and cultural self- what drives you, what shapes your worldview, and what influences your approach to engaging others. This process of self-reflection through guided prompts 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. This is organic ongoing learning for every Social Work professional.

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**. Reflect upon the prompts below. (Note: Chapter 3 is an excellent resource for better understanding how culture and the brain interface.)

NOTES:

- After completing the two chapters, you will reflect and respond to a list of guided questions that will be provided and discussed in class on 1/24/2022.
- The paper should be typed (double-spaced). **Submit paper in class on 2/7/2022.**
- Be certain to type your Name, Date and Class Section (SW 387R or SW 360K) at the top right hand of paper.
- Page numbers should be visible at the bottom of each page
- **Length of Paper:**
 - **Undergraduate Students: 3-4 pages**

- Graduate Level Students: 5-6 pages
- Grading Rubric will be posted on Canvas as well as handed out in first class, 1/24/2022.

II. Neurosequential Model in Education Presentations (15%)- DUE: 2/28/2022

In this assignment, you will explore one aspect of Dr. Bruce Perry's Neurosequential Model in Education and share your learnings in class. You will select one topic from the Neurosequential Network Covid Series website, watch the accompanying video and be prepared to share/discuss key points and applications in class. Additionally you will type a 2-page typed summary of the key NME concept to be turned in during class on 2/28/2022. Additional details will be provided in class.

III. Mid-Term Take Home Exam (20%)- DUE: 3/21/2022

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 3/7/2021 and will be handed in at the beginning of our class on 3/21/2022.

**IV. Small Group Class Presentations (20%)- DUE: Class Presentations on 4/11/2022 and 4/18/2022
Written Peer Feedback will be provided each group**

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

For this assignment, students will work in small groups (2-3) and **develop a BRIEF 15-20 minute presentation on a topic designed to increase school staff or parents/families' understanding about an issue related to student/child, 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. that will generate focus around a selected topic and spike interest for further exploration. If we, as learners, walk away thinking, "I learned something/was reminded of something important and I want to know more about this....", you have done your job with this presentation.

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

Grading rubric will be posted on Canvas and handed out in class

V. Final Exam (take home) (20%)- DUE: 5/2/2022

The Final Take Home Exam is aimed at synthesizing lecture, class discussion and reading information throughout the course. 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 4/25/2022 and will be handed in at the beginning of our class on 5/2/2022.

VI. Class Participation (10% of grade)

Assignment	Percentage of Grade	Due Date
Self-Reflection Paper	15%	2/7/2022
Neurosequential Model in Education Assignment	15%	2/28/2022
Mid-Term Take Home Exam	20%	3/21/2022
Small Group Class Presentation & Peer Written Feedback	20%	4/11/2022 - 4/18/2022
Final Take Home Exam	20%	5/2/2022
Class Participation	10%	Throughout Course
5 assignments Participation Expectations	Total 100%	

VII. GRADES

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

VIII. CLASS POLICIES

Class Attendance. Class attendance is expected every class period for the entire class period. Attendance will be noted each class. Any class material missed due to class absence is the students' sole responsibility.


Class participation. Class Participation grade is based on attendance and active engagement in this class. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. As we learn about working in multi-dimensional teams, it is important for future social workers to be both self-aware and conscious of group dynamics. Therefore, appropriate contribution means for some, to learn to speak up, add comments or voice questions. For others, it means being sensitive and allowing others to contribute. Come prepared to take your own notes in class. Demonstration of active participation and engaged discussion showing comprehension of the material will be considered when assigning the class participation portion of the final grade.

General assignment requirements. All assignments must be typed in double spaced and have one inch margins. References/sources used in papers must be in APA format and be credible (No Wikipedia, etc.). If questions about the credibility of a reference arise, consult with the instructor. Specific instructions will be provided for each assignment. If students are unclear about how to best complete an assignment, please consult with the instructor prior to the due date via email, phone or arranging to meet virtually. Grading on any written assignments will take into account the quality of writing as well as the content. Written material should be carefully proof read with all errors (punctuation, typographical,

spelling) corrected. It is also an expectation that you bring a level of depth to your writing that includes independent critical thinking, integration of information read/discussed and appropriate citation of sources. Good writing requires a reiterative process that must be followed if quality is to improve. Students are strongly encouraged to read their papers several times and, if possible, have someone else proofread them. Details on APA (American Psychological Association) Style (6th edition) can be found at <http://owl.english.purdue.edu/owl/resource/560/01/>

Assignment due dates. Except under unusual circumstances, assignments must be completed on the due date and turned in at the beginning of class on the due date. Late assignments will result in a deduction of **five points** for each day that the assignment is late.

Professionalism. 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 while in the classroom, the University community, and the broader area communities. Therefore, it is expected that students will conduct themselves professionally in the classroom, and maintain the same boundaries and standards that they would in a place of employment. Professionalism includes things such as proper attire and refraining from the use of electronics (laptops, tablets) while in the classroom. Cell phones must be silenced and may NOT be in use during class hours under any circumstances, except during a break. Respect for one another and the space is essential.

Confidentiality. Information shared in the class about community settings and/or a client is considered to be confidential according to the NASW Code of Ethics regarding the sharing of information for supervisory and educational purposes. Part of professional accountability includes treating others with respect and courtesy. Within the class setting this respect and courtesy entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and a willingness to promote group cohesiveness in the learning environment. 

Self-Care. Please monitor your reactions to the course material. If you become personally distressed in response to course content, please notify me and seek support on campus, or in the community, if needed. Should you become emotionally upset by course content, you may leave class to take a break without explanation or penalty.

Class Performance. If a student is concerned about his/her/their class performance/grade, I am more than willing to work with you individually to advise how to improve your course grades prior to the end of the semester. Office hours are to be utilized for this purpose. Students are responsible for making contact with me to arrange an individual office hour appointment.

Group Work. Working cooperatively and collaboratively is an essential skill in Social Work. In light of this, you will have opportunities to work in pairs and/or smalls groups at various points along the way. If you experience conflict or challenge in a pair or small group, it is my expectation that you will work together directly and respectfully to resolve any issues. I am willing to serve as a consultant if pairs/groups have worked diligently to resolve their difference but have been unsuccessful.

IX. 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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. 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 HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

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 campus carry may be found here: <https://campuscarry.utexas.edu>.

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 and COVID-19 ADVICE LINE (BCCAL). 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 and COVID-19 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>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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.

X. COURSE SCHEDULE

DATE Mondays	TOPIC(S)	READING	ASSIGNMENTS
Class #1 1/24/2022	Introduction to the Course Philosophy History of School Social Work Setting: Culture and Climate Language of Schools- Acronyms	*Syllabus	<u>Discuss Self Reflection Paper- Rubric provided</u>
Class #2 1/31/2022	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 <u>PPT:</u> Collaboration- Parents and Teachers	
Class #3 2/7/2022	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 	

		<ul style="list-style-type: none"> • 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 	Due: Self Reflection Paper
Class #4 2/14/2022	Therapeutic Engagement: Understanding Brain Science, Mindful Awareness and Engagement with students, staff and families	Handout: The Six R's (Dr. Bruce Perry) PPT: Assessments, Relationship-Building and Collaboration in Schools	
Class #5 2/21/2022	Promoting Social Emotional Learning Competencies for students Developing your School Social Work toolkit	Text: <i>Easy to Love, Difficult to Discipline: The 7 Basic Skills for Turning Conflict into Cooperation</i>	
Class #6 2/28/2022	NEUROSEQUENTIAL MODEL IN EDUCATION Trust-Based Relational Intervention Creating Trauma Responsive Classrooms/Schools Trauma Response- Self-Care for Social Workers		Due: Neurosequential Model in Education papers and discussion
Class #7 3/7/2022	Responding to behaviors, navigating Conflict and restoring relationships Collaborative Problem Solving School to Prison Pipeline/Zero Tolerance Restorative Practices	*Canvas: Carter, Susan. "The School-to-Prison Pipeline: A Primer for Social Workers" XI. Video: Stuart Ablon XII. Changeable: How Collaborative Problem Solving Changes Lives at Home, at School and at Work https://www.youtube.com/watch?v=1UuTLIoE-6A	Hand Out Mid-Term Take Home Exam

<p>No Class 3/14/2022</p>	<p>Spring Break</p>		
<p>Class #8 3/21/2022</p>	<p>School Based Mental Health Trust Based Relational Interventions Model Counseling: Individuals and Groups</p>		<p>DUE: Mid-Term Take Home EXAM</p>
<p>Class #9 3/28/2022</p>	<p>Trauma Responsive Lens Creating Trauma Responsive Classrooms/Schools Trauma Response- Self-Care for Social Workers Neuro-sequential Model in Education</p>	<p>Movie: <u>PAPER TIGERS</u></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=i26A5oecUWM</p> <p>“Trauma” (1:11:55) https://www.youtube.com/watch?v=i26A5oecUWM</p>
<p>Class #10 4/4/2022</p>	<p>Student Centered <u>Culturally Responsive Lens/Responsive 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>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>
<p>Class #11 4/11/2022</p>	<p>Class Group Presentations</p>	<p>Present and Give/Receive Feedback</p>	<p>Class Presentations</p>

Class # 12 4/18/2022	Class Group Presentations	Present and Give/Receive Feedback	Class Presentations
Class #13 4/25/2022	<u>Crisis Response in Schools</u> Types of Crisis <ul style="list-style-type: none"> • NSSI: Non-Suicidal Self-Injury • Suicide Risk Assessment 	PPT Resource: Working with Depression, Anxiety and Crisis	Hand Out Final Take Home Exam
Class #14 5/2/2022	Final Thoughts on Social Work in the School Setting		Due: Final Take Home Exam

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.

Menakem, R. (2017). *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*. Las Vegas, NV: Central Recovery Press.

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

Perry, Bruce D. & Szalavitz, M. (2017). *The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook -- What Traumatized Children Can Teach Us about Loss, Love, and Healing*. New York: Basic Books.

Perry, Bruce D. & Winfrey, Oprah (2021). *What Happened to You? Conversations on Trauma, Resilience and Healing*. New York: Flat Iron Books.

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

Purvis, Karyn B. & Qualls, Lisa. (2020). *The Connected Parent: Real-Life Strategies for Building Trust and Attachment*. Eugene, Oregon: Harvest House Publishers.

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

Siegel, Daniel J. & Bryson, Tina P. (2011). *No Drama Discipline: The Whole-Brain Way to Calm the Chaos and Nurture Your Child's Developing Mind*. New York: Random House, LLC.

Siegel, Daniel J. & Bryson, Tina P. (2011). *The Whole Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind*. New York: Random House LLC.

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/Podcasts:

[The Social Work Podcast](#) (Jonathan B. Singer, Ph.D., LCSW)

[Therapist Uncensored Podcast](#) (Sue Marriott, LCSW, CGP & Dr. Ann Kelley, PhD)

<https://therapistuncensored.com/> (Interpersonal Neurobiology focus/Interviews with leaders in the field)

<https://www.neurosequential.com/covid-19-resources> (NN Covid 19- Stress, Distress and Trauma Series: Dr. Bruce D. Perry M.D., PhD)

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

www.calm.com (guided breathing sessions)

<https://child.tcu.edu/about-us/tbri/#sthash.uQ2yIDgg.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)