

# THE UNIVERSITY OF TEXAS STEVE HICKS SCHOOL OF SOCIAL WORK

<b>Course Number:</b>	360K13/387R22	<b>Instructor:</b>	Andrea G. Hale
<b>Unique Number:</b>	61010/61175	<b>Email:</b>	<a href="mailto:andrea.hale@austin.utexas.edu">andrea.hale@austin.utexas.edu</a>
<b>Semester:</b>	Spring 2025	<b>Office:</b>	
<b>Meeting Time/Place:</b>	Mondays	<b>Office Phone:</b>	To be given in class
	5:30-8:30pm	<b>Office Hours:</b>	By Appointment Only
	BEN 1.126		

## Social Work in School Setting

### I. 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. 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, and consider differing perspectives. Feedback is crucial in the field of Social Work and I am open to you 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

**Required readings will be supplied to students via Canvas:** Readings from 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 the due date.

Optional Texts:

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.

Openshaw, Linda. (2008). *Social Work in Schools: Principles and Practice*. New York: The Guilford Press.

Keller, J., Grumbach, G. (2022). *School Social Work: A Skills-Based Competency Approach*. United States: Springer Publishing Company.

### V. COURSE REQUIREMENTS

#### 1. Self-Reflection Paper (25%)- DUE: 02/03/2025

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*. Rubric with guiding prompts will

be discussed during our first class meeting and will be posted on Canvas. (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.
- The paper should be typed (double-spaced). Submit paper on Canvas.
- Be certain to type your Name, Date and Class Section 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 and reviewed in class.

**2. School Social Work Conference Reflection Paper (25%)- DUE 2/24/2025**

Students will need to attend one session of the Texas School Social Work Conference being held at the Renaissance Austin Hotel February 21-23, and write a brief reflection paper about the session they attended.

Typical conference breakout sessions are 1 ½ hours long (there are some that are up to 3 hours long), and cover a variety of topics related to school social work services. Students will be provided with full conference information the second night of class. Students who volunteer for a 4 hour shift at the conference can attend for free (more information on how to volunteer will also be provided in the second class). Students who volunteer may attend as many sessions as they like, but attendance at only one session is necessary to complete the required class assignment. Additionally, class will not be held on February 19th due to the conference. (**Note:** If you are unable to attend the conference, please see me to discuss an alternative topic.)

Please cover the following topics/questions in your paper. Content, clarity, creativity, and professionalism in writing will be considered when grading the assignment.

- Clearly state the name of the presentation and presenter(s) and the date of the presentation.
- Describe the issue or topic that was the focus of the presentation.
- How does this issue/topic affect children/youth? How is this issue relevant in a school?
- What efforts/solutions have been developed to address this issue? Did the presenter(s) emphasize a particular solution?
- What information from the presentation was most important or interesting for you?
- Describe any questions that the presentation raised for you.
- **Graduate students only:** Read two peer review journal articles related to the topic of the presentation. Describe how the findings from the article support or challenge your learning from the presentation.
- Grading rubric will be posted on Canvas and discussed in class.

**3. Guest Speaker Reaction (15%): DUE: 2/17/2025, 03/17/2025, and 4/17/2025**

This assignment requires you to react and respond to information shared in class by a guest speaker(s). The paper will be due the week following the speaker's presentation. Please cover the following questions/topics in your paper. The paper should be 1 to 2 pages.

- Clearly state the name of the presentation and presenter(s) and the date of the presentation.

- What were some of the problems/issues mentioned that effect children/youth and their families?
- What information from the presentation was most important or interesting for you?
- What information from the presentation personally resonated with you? Why?
- Describe any questions that the presentation raised for you.
- There will be 2 of these reaction papers during the semester. Each one will be 5% of the final grade. Students are expected to listen respectfully to the speaker and should not be taking notes or writing their reaction during the speaker’s presentation. Students are encouraged to ask questions of the guest speaker as time allows.
- Grading rubric will be posted on Canvas and discussed in class.

**4. Small Group Class Presentations with PPT (25%)- DUE: 04/14/2025 and 04/21/2025**

Class Presentations with PPT and Written Peer Feedback will be provided for each group

One important role for school social workers is to provide education and training to multidisciplinary school staff and/or parents/families/caregivers and/or students. The presentation information should specifically be aimed at a broad audience of school staff (teachers, administrators, counselors, support staff, ) or parents/families/caregivers or students. **Select one audience and at the start of your class presentation, inform myself, and classmates of our listening role (staff, caregiver or students).**

For this assignment, students will work in groups of 3-4 and **develop a 25-30 minute presentation on a topic designed to increase our working knowledge about an issue related to student/child, family, or campus need. A Powerpoint will be required as your guide for this interactive presentation.** 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. Topics to consider can relate to systemic policies/protocols/leadership, direct practices, or knowledge/skill development. We will discuss/sign up for final topics in class and all topics will be approved by the professor. Presentations will take place over two weeks: April 15th and 22nd, 2024.

*Grading rubric will be posted on Canvas and discussed in class.*

**5. Class Participation/Attendance 10%**

A student’s participation grade will include consideration of their regular and punctual attendance, active listening and thoughtful contributions to class discussions, completion of in class assignments, and active participation in class learning activities.

<u>Assignment</u>	<u>Percentage of Grade</u>	<u>Due Date</u>
Self-Reflection Paper on School Experience	25%	2/03/2025

School Social Work Conference Reflection Paper	25%	02/24/2025
Guest Speaker Reaction	15%	2/17/2025, 03/17/2025, and 4/17/2025
Multi-Disciplinary Training Presentation	25%	04/14/2025 04/21/2025
Class Participation	10%	<b>Throughout Course</b>
<b>4 assignments Participation Expectations</b>	<b>Total 100%</b>	

## VI. GRADES

[No A+] 94.0 and Above 90.0 to 93.999	A A-	87.0 to 89.999 84.0 to 86.999 80.0 to 83.999	B+ B B-	77.0 to 79.999 74.0 to 76.999 70.0 to 73.999 <i>*minimum to pass course</i>	C+ C* C-	67.0 to 69.999 64.0 to 66.999 60.0 to 63.999 Below 60.0	D+ D D- F
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## VII. 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 proofread 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 small 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 differences but have been unsuccessful.

*\*This syllabus is subject to change at the instructor's discretion. While every effort will be made to adhere to the schedule and policies outlined herein, unforeseen circumstances may necessitate adjustments. Students will be notified of any significant changes promptly.*

## VIII. UNIVERSITY POLICIES

### Grading Scale

[No A+] 94.0 and Above 90.0 to 93.999	A A-	87.0 to 89.999 84.0 to 86.999 80.0 to 83.999	B+ B B-	77.0 to 79.999 74.0 to 76.999 70.0 to 73.999	C+ C* C-	67.0 to 69.999 64.0 to 66.999 60.0 to 63.999 Below 60.0	D+ D D- F
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**Attendance and Academic Behavior.** At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

**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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

**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.

**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.

**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>.

## **Steve Hicks School of Social Work Policies**

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**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.

**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.

**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 and Mental Health 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.

## **Resources, Prevention of Discrimination, and Safety**

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**Disability Accommodation Statement.** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://disability.utexas.edu/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

**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>.

**Covid-19 Related Information.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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/>.

**Title IX Accommodations for Those Pregnant, Nursing and Parenting.** Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

**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.

**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

Date	Topic	Assignment Due	Readings
1/13	Introduction <ul style="list-style-type: none"> <li>• Introduction to the Course</li> <li>• Intro to School Social Work: History Overview</li> </ul>		Syllabus
1/20	<b>Martin Luther King, Jr. Day; No class</b>		
1/27	Who are we and what do we do? <ul style="list-style-type: none"> <li>• Roles and Responsibilities</li> <li>• Types of Services (student, families, communities)</li> </ul>		Zaretta Hammond, Chapters 3, Culturally Responsive Teaching & the Brain  Canvas: -Openshaw, Ch. 1
2/3	Understanding and Navigating Policies and Law <ul style="list-style-type: none"> <li>• Confidentiality</li> <li>• Informed Consent</li> <li>• Mandated Reporting</li> </ul> Exploring and Navigating Professional and Ethical Practice in the School Setting	School Reflection Paper	Canvas: -Openshaw, Ch.3  -NASW Commission on Education Position Statement

2/10	*Guest Speaker		None
2/17	No class  <i>*School Social Work Conference this week</i>	Guest Speaker Reaction #1 due on canvas by 5:30pm	
2/24	Understanding Students and using a Multidisciplinary approach to support them: working with Students, Teachers, Administrators, and Families <ul style="list-style-type: none"> <li>• Collaboration is key</li> <li>• Advocacy</li> <li>• Communication</li> </ul> *Guest Speaker: Sara Green Otero, LCSW-S	Social Work Conference Paper	None
3/3	School-Based Interventions: <ul style="list-style-type: none"> <li>• Multi-Tiered Systems of Support</li> </ul> * Group Presentation Selection in Class	Guest Speaker Reaction #2 due on canvas by 5:30pm	Canvas: -Openshaw, Ch. 2  -Keller, J., Grumbach, G., Ch. 11 & 15
3/10	Building the Foundation: <ul style="list-style-type: none"> <li>• How to design Social Work Services through meaningful relationships</li> <li>• Engaging and Assessing Students</li> </ul>		Zaretta Hammond, Chapters 5-6  Canvas: Cofie Ch. 1
3/17	Spring Break- No Class		
3/24	Responding to challenging behaviors, Conflicts, and Restoring Relationships <ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Classroom Strategies</li> <li>• Positive interventions</li> </ul>		Zaretta Hammond, Chapter 9
3/31	School Mental Health Team Panel	Bring in at least 2 questions for the panel (email to me prior to start of	None

		class)	
4/7	Crisis in Schools: <ul style="list-style-type: none"> <li>● Types of Crisis</li> <li>● Responses</li> <li>● Interventions</li> <li>● Scenarios</li> <li>● Self-Care</li> </ul>	Guest Speaker Reaction #3 due on canvas by 5:30pm	TBD
4/14	Multi-Disciplinary Training Presentations		
4/21	Multi-Disciplinary Training Presentations		
4/28	Wrap Up  The Power of Feedback for Growth		

## 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

Cofie, J., (2021). *Strengthening the Parent-Teacher Partnership*. Turners Falls, MA: Center for REsponsive Schools, Inc.

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

Costello, B.

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.

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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 Guilford 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.

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