

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK**

Clinical Social Work in School Settings

19:910:520 OL

Instructor:

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I. Catalog Course Description

The goal of CSW in Schools is for students to analyze the role of school social workers and evaluate school social workers' current and historical contributions to K-12 education. Students gain an understanding of systematic intervention in schools using a variety of intervention modalities.

There is an emphasis on the role of the school social worker in a host setting which necessitates an understanding of legal statutes and regulations governing their functioning. Specific focus is placed on the leadership skills required of school social workers in influencing the development of trauma-informed school practices with a social justice lens. The right to a free and appropriate education for special populations including children and youth with mental, physical, and emotional difficulties, economic and geographic disadvantages, and diverse ethnic and linguistic backgrounds is highlighted.

Students taking this class will be exposed to educational psychology including psychological assessments utilized in individual education plans (IEPs). The developmental, psychological, cultural, and social issues impacting child and adolescent learning within a school environment will be a major component. The impact of health problems will be explored, especially as they relate to the development of 504's and IEP's, including aspects of substance use and dependency.

II. Course Overview

In this course, students work on clinical and administrative intervention strategies in schools including direct service, consultation, collaboration, advocacy, program development and evaluation, individual, group, and community work. Focus is on advanced trauma-informed direct practice with children and youth in an instructional setting where the school social worker must take leadership emphasizing the mental health needs of vulnerable young people. The development and utility of special education services, 504's, IEP's, PBIS, and other services specific to schools is explored.

Macro and Micro-level analysis of issues such as the school-to-prison pipeline, overidentification of males of color in special education and placement in more restrictive environments is a component.

As students read through this syllabus, they should also remember to closely review the School-Wide Syllabus in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide policies (including academic integrity policies and the standardized attendance policy), and student resources and supports

III. Place of Course in Program

This course is particularly appropriate for those who intend to work in schools and with families and children. It is a Clinical Social Work elective. Prerequisite is the satisfactory completion of the Professional Foundation CSW-I and a clinical level Field Placement.

IV. Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). Students are welcome to review CSWE's accreditation standards at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the 2022 CSWE competencies within its curriculum. The competencies assessed in this course include:

Competency 1: Demonstrate Ethical and Professional Behavior

Practitioners in clinical social work recognize the importance of the therapeutic relationship, person-in-environment and strengths perspectives, professional use of self, and adherence to ethical and value guidelines for professional practice. Clinical social workers differentially utilize theories, research, and clinical skills and integrate them with a commitment to human rights, anti-racist practices, diversity, equity, and inclusion to enhance the well-being of individuals, families, and communities in an ethical manner. Clinical social work practitioners acknowledge the complexities involved in their practice, including the need to navigate ethical issues in an organizational context, and use clinical supervision to ensure that their practices are congruent with social work values and ethics. Extending and enhancing ethical and professional practice from the foundation level requires that clinical social workers reflect on their own family of origin to assess how it impacts their clinical work. Advanced-level practitioners must manage complex systems while understanding how cultural and developmental aspects of self and their clients influence their work. Clinical social workers recognize their own strengths and weaknesses in developing, managing, and maintaining therapeutic relationships. Practitioners of clinical social work must continually adapt to rapidly changing technology in an ethical and professional manner. Practitioners in clinical social work:

- Use clinical supervision and consultation to continuously examine professional roles and boundaries, engage in ongoing self-correction, and ensure that their practice is congruent with social work ethics and values.
- Apply ethical decision-making skills and frameworks to clinical material, while complying with the NASW Code of Ethics and local, state, and federal regulations.
- Demonstrate knowledge of one's family of origin's cultural, psychodynamic, and behavioral patterns and reflect on how that history impacts

one's ability to differentially use one's professional self in service for clients.

- Exhibit an anti-oppressive stance incorporating the social work values of social justice, the dignity and worth of the person, confidentiality, support for self-determination, the value of human relationships, and integrity in all discussions of clinical case material.
- Provide services and represent themselves as competent within the boundaries of their education, training, experience, and license.
- Establish and maintain clear and appropriate professional boundaries.

Competency 4: Engage In Practice-informed Research and Research-informed Practice:

Clinical social workers rely on the scholarly literature to guide their practice and are aware of the most current evidence-informed practices, including those that are anti-racist and focused on human rights and diversity, equity, and inclusion. Practitioners of clinical social work are able to identify the strengths and limitations of these practices and examine their applicability to diverse populations. Clinical social workers can use their knowledge and skills to critically evaluate existing research and their interventions with clients. Clinical social workers elicit feedback from clients and value their perspectives; they use this knowledge to improve treatment outcomes and modify case theory. Practitioners of clinical social work select interventions informed by existing research, previous experience, client feedback, and practice wisdom. Practitioners in clinical social work:

- Stay abreast of the most current advances in clinical theory, systemic approaches, anti-racist practices, literature on human rights, diversity, equity, and inclusion, as well as evidence-informed practice in social work and allied professions.
- Engage in reasoned discernment to select, implement, and evaluate appropriate assessment, intervention, and evaluation tools for use with various target populations.
- Use one's practice experience and knowledge of the research literature and case theory to critically analyze the strengths and limitations of various direct practice interventions, attending to the way these intersect with their clients' needs.
- Effectively communicate and disseminate practice evaluation results to an intended audience.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Clinical social work practitioners recognize the importance of the engagement process and understand the importance of differential use of self in initial encounters. Practitioners in clinical social work rely on ecological, anti-racist, human rights, and anti-oppressive perspectives to inform the therapeutic relationship; are aware of how interpersonal dynamics and cultural factors shape the therapeutic relationship; and use relational techniques to develop a therapeutic relationship. Clinical social workers recognize how engagement with couples, families, and groups may differ from individual approaches, and they develop differential engagement skills accordingly. Clinical social workers value collaboration and thus recognize the importance of clients' input in the development of their treatment goals. Clinical social workers use the engagement process to help clients convey their thoughts and concerns within the therapeutic relationship as well as to other providers/stakeholders. Practitioners in clinical social work:

- Demonstrate an ecological understanding of the transactional relationship between

emotional/behavioral difficulties and social problems (poverty, crime, social injustice, racism, classism, sexism, homophobia, transphobia, migration status, and ableism, among others) and incorporate this understanding of, and reflect upon, the ways these aspects shape client engagement.

- Understand how members of oppressed groups—people of color, people with varying sexual orientation and gender identities, people with different abilities, people with severe and persistent mental illness, among others—may require methods of engagement rooted in anti-racist, anti-oppressive, and human rights perspectives .
- Identify ways to enhance collaboration with clients and promote their empowerment, including seeking their input and feedback regarding the treatment process and fostering their capacity to provide feedback to other members of the treatment team.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Clinical social workers select effective modalities for intervention based on the existing research as well as the client’s cultural background and experiences with racism and other forms of oppression. Clinical social work practitioners integrate their knowledge of various individual, family, and group psychotherapeutic modalities, as well as crisis intervention techniques, to intervene effectively; demonstrate flexibility by tailoring interventions to suit the needs of multiple client populations; and understand the effects of the social environment on client well-being. Clinical social workers therefore recognize the need to also intervene on mezzo and macro levels. Practitioners in clinical social work critically select, apply, and evaluate best practices and evidence-informed interventions; they value collaboration with the client and other professionals to coordinate treatment plans. Clinical social workers maintain knowledge of the communities they serve in order to ensure that clients are connected with relevant services and resources in an effective manner, while eliciting client feedback about how the interventions are impacting the client. Practitioners in clinical social work:

- Select psychotherapeutic interventions based on a critical knowledge of theory, research, practice experience, and on understanding of how human rights violations, racism, and other types of oppression impact client choice of, and access to, interventions.
- Exhibit flexibility by shifting perspectives and interventions to suit the needs of clients, while recognizing that the multi-faceted assessment drives the selection of appropriate interventions.
- Demonstrate an ecological understanding of the transactional relationship between emotional/behavioral difficulties and social problems—poverty, crime, social inequality, institutional racism, sexism, religious and/or ideological bias, homophobia, and transphobia—and incorporate this understanding into their interventions.
- Intervene effectively with individuals, families, and groups, while eliciting client feedback and knowing when to modify approaches.

[Explore the entire set of 2022 CSWE competencies.](#)

V. Course Learning Objectives

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

Upon completion of this course, students should have a comprehensive understanding and knowledge in five broad areas. Those five translate in the following goals: (a) knowledge of the history and role of social work in schools, (b) critical policy issues currently impacting education, (c) special education law and procedures, (d) theoretical frameworks for school social work practice, (e) prevention, assessment, and intervention approaches in schools. These areas are defined in more detail in the following course objectives

1. Explain and analyze the ecological, trauma-informed model of school social work practice and describe its major characteristics.
2. Analyze how children at risk can be identified in schools and strategies schools can utilize to promote resilience.
3. Explain and apply the concept of cultural humility in assessing diverse individual, family, and community needs and their impact on schools. Explain and apply knowledge of a broad range of experiences, personal characteristics, and background variables that influence student learning and development, including reciprocal and diverse influences of home, school, and community.
4. Identify, explain, and analyze reporting requirements and other legal requirements related to child abuse and neglect that are physical, sexual, or psychological.
5. Analyze the structure and functions of various types of educational and school policies that impact structural problems such as truancy, discipline, drop-out, and the school-to-prison pipeline.
6. Explain and apply federal and state special education laws and other legal aspects of the role of school social worker.
7. Explain and apply assessment and evaluation results that include educationally and psychological assessments, relevant recommendations, measurable goals, and anticipated outcomes from service delivery.

VI. Required Texts and Readings

Required Texts

Dombo, E.A., & Anlauf Sabatino, C., (2019). *Creating trauma-informed schools: A guide for school social workers and educators*. Oxford University Press.

Rosas, C. E., & Winterman, K. G., (2022). *The IEP Checklist: Your guide to creating meaningful and compliant IEPs*. (2nd ed.). Brookes Publishing.

Recommended Texts

Burns, M. K., Tillman, Riley, T C., and Rathvon, N. (2017). *Effective school interventions: Evidence based strategies for improving student outcomes* (3rd ed.). Guilford Press

Hyatt, K., Filler, J. (2020) *Developing IEPs: The complete guide to educationally meaningful individualized educational programs for students with disabilities* (2nd ed.). Kendall Hunt Publishing Company

New Jersey Administrative Code for Special Education, Title 6A, Chapter 14-Special Education

Other required readings (separate from textbook) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media). For further instructions [please click here for a video tutorial](#)

VII. Attendance and Participation

Attendance

Please refer to the school-wide syllabus for the standard attendance policy for classes in on-the-ground (traditional) program, intensive weekend program (IWP), and asynchronous online program.

You should complete the course modules in order. You are expected to complete readings, discussions, and assignments according to the due dates found in each module's activity table and the course syllabus. Faculty are able to view your activity in Canvas (including your time spent in modules, listening to or viewing lectures, etc.) to ensure you are staying actively involved in the course.

Late Assignments

Late assignments will not be accepted unless the student has made arrangements prior to the assignment due date. The instructor reserves the right to reduce the letter grade for late assignments.

VIII. Assignments & Grading

All written assignments must follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not conform to APA format.

Grade values will be based on the following weights:

Participation & Attendance (discussion boards, short module assignments): 25%

Major Assignment #1: 35%

Major Assignment #2: 40%

Assignments Details

Major Assignment #1. Due Module 7. 7-8 pages. 35 % of your final grade.

Social Assessment & PLAAFP Statement

Choose a student and family you work with in your practicum placement if you are in a school. If you are not placed in a school setting but would like to write about one of the youth you are serving in your field placement, you may do so. If you do not work with young people, choose a character from “The Best Kept Secret” or the “Education of Omari”. However, please keep the focus of this assessment and planning paper on the student's school performance.

The paper has two parts: a Social Assessment and a PLAAFP statement which includes the Social Assessment Findings.

A. First, write a brief **social assessment** (4-5 pages) describing the student, the student’s developmental history, the social environment in which they grew up and currently live, educational history, and the presenting school-related difficulties. Include a discussion of a broad range of experiences, personal characteristics, and background variables that influence the student's learning and development, including home, school, and community. Include pertinent medical information and any substance use and dependency issues affecting the student and/or parent. Identify factors that enhance strengths, resilience, and protection from adversity, and that diminish education and developmental risks. Identify a standardized assessment tool, *this could include an educational psychological test such as the Connors Continuous Performance Test or the Behavior Assessment System for Children (BASC-2)* that you can use to complete the assessment. Include what you might see in a classroom observation of this student. Although in a “real” IEP you would not include peer-reviewed journals as part of your assessment, for the purposes of this paper you are required to do so. Use your readings to inform as you complete your assessment e.g. readings on trauma suggest possible learning and behavioral outcomes.

B. PLAAFP statement. As outlined in Chapter 3 of Winterman and Rosas (2014), “Prior to beginning any formal planning related to services. it is essential to clearly establish the learner’s strengths and areas of improvement.” (p. 37). This is recorded in the PLAAFP section, and it is the foundation from which future instructional plans and educational services are built. It is one of the most important sections of the IEP.

Write a PLAAFP based on the student in the social assessment. Include strengths and weaknesses, write measurable levels of academic achievement and functional performance, a statement that explains the effect of a student’s disability on their educational performance and involvement and progress in the general education curriculum. Provide sufficient detail on the student’s level of functioning to develop goals.

Articulate at least two goals with objectives for that student which might be included in the student's IEP. Discuss specifically how these goals and objectives are individualized to the specific needs of the student. Describe how parents/caregivers will be included. To protect confidentiality, change or omit, identifying information such as name of student, school, specific community etc.

Major Assignment #2

Final Paper

40% of your final grade

Option 1 **OR** Option 2. Due Module 14. 8-9pages. A reference page must be included and is not a part of the page count.

Option 1: IEP Critique and revision

You will be provided with examples of 2 completed IEPs. with different eligibility and program considerations. Your task is to review and describe potential revisions. You will focus on the following areas:

- 1) Dates of eligibility, annual and triennial reviews
- 2) Complete demographic information including d.o.b. and grade
- 3) Inclusion of parent(s)/guardian in the process
- 3) Appropriateness of eligibility statement
- 4) Placement decision: is there a focus on LRE?
- 5) Appropriateness of PLAFF (is it missing information, data etc).
- 6) Health and medical information including substance use and dependency.
- 6) Goals and objectives: What would you suggest in your revision?
- 7) Measuring and reporting progress: Does this need changes?
- 8) Accommodation and modifications: make suggestions
- 7) Transition plan: What would you change?

You must include peer reviewed journal articles in your analysis. For example, if the student is placed in a self-contained environment, include the literature that describes the effects of this most restrictive environment. Use APA style. You can use articles from another class but you must also include readings from this class. The number of citations should not be less than five.

OR

Option 2: Whole School Change Proposal Assignment

For this final paper, incorporate the many different ideas and readings from the course to design a proposal that addresses a school crisis or problem. This could be within your school community (internship) or a national issue. Research approaches and strategies for responding to such a crisis or problem in a school.

School problems/crises that would be appropriate include, but are not limited to: prevention and/or response to student suicide or suicide risk, response to student homicide in school or in the community, prevention or response to student substance use/misuse, policy options for interrupting some aspect of school to prison pipeline, implementing restorative practices in schools, implementing trauma-informed practices in a school or district, increasing racial equity and justice for students, decreasing school dropout rates, school policy related to GSAs (gay-straight alliances), ways to support undocumented students and their families, school disciplinary policies, school refusal/phobia, student who are homeless or lack permanent fixed housing, school restraint policies, implementing gender inclusive bathrooms and locker rooms, decreasing aggressive/violent student behavior, how schools respond after the pandemic and prepare for future mass disruptions. Your proposal should include concrete steps for implementation.

Your proposal should include the following components: 1) Your assessment of the “problem”. 2) Your plan for conducting a needs assessment with different school community stakeholders 3) What the literature says about effective programs and/or interventions for the problem you’ve identified. 4) Your outline of the program or intervention: a brief synopsis of the different phases of implementation. 5) Your plan for measuring the outcomes of your program or intervention. 6) Conclusion 7) References (APA style).

You must include peer-reviewed journal articles in your analysis. Use APA style. You can use articles from another class but you must also include readings from this class. The number of citations should not be less than five.

IX. Course Outline

Overview of Semester

Module	Topic	Dates/ Notes
1	Social worker’s role and function and legislation guiding SSW practice. Social and cultural considerations	
2	Returning to school & SSW leadership: Crisis theory, trauma-informed practice, Developmental & child psychological impacts	
3	Trauma in schools - school shootings, suicide, homicide. Impact on school and broader community: Reflection Paper #1	
4	Interventions & Pre-Referral: I&RS, 504, Health plans, including substance use/misuse	
5	Social assessments, PLAFF’s and goals and objectives, Assessments including educational psychological testing: Reflection Paper #2	

6	Social assessments, PLAFF's and goals & objectives: Assessments including educational psychological testing and health issues, substance use and dependency	
7	SSW Leadership: The 10 principles of trauma-informed services and application to school environments: Assignment #1	
8	Eligibility and least restrictive environment. Special education and learning disabilities	
9	Discipline - School to prison pipeline. HIB legislation and practice. Use of BIP's and FBA's. Response to Intervention	
10	IEP review and analysis: Reflection Paper #3	
11	The Transition Process. Community organizations, agencies and resources	
12	Diversity and cultural humility	
13	Vicarious trauma and self-care	
14	Termination: Final Paper	
15	Review	

Course Readings

NOTE: Required readings are to be read during the module in which they are assigned. These readings are either in the required textbooks or on Canvas/Library Reserves. The **suggested readings** are not required, but are listed simply to provide additional resources about select topics.

Resources: Introduction Videos on School Social Workers

- [Day in the Life of a School Social Worker](#)
- [A Day in the Life: High School Social Work](#)
- [For Your Health - School Social Worker](#)

MODULE 1:

Social Worker's Role and Function and Legislation Guiding SSW Practice, including Social and Cultural considerations.

TOPIC: We will examine School Social Worker's role and function and the skills required for competent school social work practice including cultural competency and social awareness. The legal and organizational context for education: general and special education is a feature with a focus on laws governing regular and special education. The history of the development of the laws and its relationship to the civil rights movement and impact of court decisions in creating educational change provides important context.

Learning Objectives:

- Define the role and function of the SSW

- Identify legal and organizational context for education in relation to general and special education.
- Articulate the impact of the civil rights movement and court decisions on PreK -12 education.

Required readings:

Kelly, M.S., Frey, A., & Anderson-Butcher, D. (2011). Special issue editorial: Writing the job description for school social work in 2031. *Children & Schools*, 33 (2), 94-96. NASW Standards for School Social Workers [NASW Standards for School Social Work](#)

Winterman, K.G., Bradley, B., & Concannon J. (2022). Overview of the history and legal perspectives of special education. In Rosas, C. E., Winterman, K. G., et. al. (Eds). *The IEP checklist: Your guide to creating meaningful and compliant IEPs* (2nd ed., pp 3-20). Brookes Publishing ISBN. 978-1-68125-472-2.

Suggested readings:

Alvarez, M.E., Bye, L., Bryant, R., and Mumm, A. (2013). School social workers and educational outcomes. *Children & Schools*, 35(2), 235-243.

Ayasse, Robert Henry and Stone, Susan (2015). The evolution of school social worker services in an urban school district. *Children & Schools: A Journal of The National Association of Social Workers*, v 37, No.4, 215-222.

Hopson, L & Lawson, H. (2011, April). Social workers' leadership for positive school climates via data-informed planning and decision-making. *Children & Schools*. 33(2)

Velez, V.(2021, Feb.16). [Nobody knows what a social worker does. That is hurting our students.](#) *Chalkbeat*

MODULE 2:

Returning to School & SSW leadership: Crisis Theory, Trauma-Informed Practice, and the Twin Pandemics, Developmental and Child Psychological Impacts.

Topic: The majority of schools closed in March 2020 due to COVID and in the process highlighted the inequities in our school systems including the digital divide and food insecurity As the former Secretary of Education, Paul Rivera noted, “Those of us in education know these problems have existed forever. What has happened is like a giant tidal wave that came and sucked the water off the ocean floor, revealing all these uncomfortable realities that had been beneath the water from time immemorial” (Mineo, 2020, para 10). We will explore the effects of the twin pandemics of COVID and racial inequities, how SSW can and have responded and how crisis theory & trauma-informed treatment can guide our work. Readings include discussion on developmental and child psychological impacts.

Learning Objectives:

- Identify how crisis such as the Covid-19 pandemic can impact education.
- Define crisis theory and trauma-informed treatment and the impact on child and teen development and mental health.

Required readings:

- Daftary, AM.H.(2022). Remotely successful: Telehealth interventions in K-12 schools during a global Pandemic. *Clin Soc Work J* 50, 93–101
<https://doi.org.proxy.libraries.rutgers.edu/10.1007/s10615-021-00818-8>
- Dombo, E.A., & Anlauf Sabatino, C., (2019). Trauma and its sequelae in children and adolescents. In Dombo, E.A., & Anlauf Sabatino, C., *Creating trauma-informed schools: A guide for school social workers and educators*. (pp 9-23). Oxford University Press, ISBN 9780190873806.
- Villarreal Sosa L. (2021). School resource officers and Black Lives Matter protests: It's time for school social workers to take a stand. *Children & schools*.42(4):203-207.
 doi:10.1093/cs/cdaa025

Suggested readings:

- Chonody JM. (2022). "I'm going to need a lot of therapy for this someday:" Finding your "grit" in graduate school during Covid. social work education. *Social Work Education*:41(6). P. 1313-1335. doi:10.1080/02615479.2021.1950671
- Dayna Sedillo-Hamann, Jessica Chock-Goldman, and Marina A. Badillo (2021). School social workers responding to the COVID-19 Pandemic: Experiences in traditional, charter, and agency-based community school agency settings in Tosone, C. (Ed.). *Shared trauma, Shared resilience during a pandemic: Social Work in the time of COVID-19*. Springer
- Lucio, R., Krough, M., Stalnecker, D. and Villarreal Sosa, L. (2020). The Impact of school social workers during the COVID-19 Crisis. London, KY. *School Social Work Association of America*.

[The impact of School Social Workers during the COVID-19 crisis](#)
[NASW COVID resources](#)
[School Social Work Association of America COVID resources](#)

MODULE 3:

Trauma in Schools - School Shootings, Suicide, Homicide including Impact on School and Broader Community.

TOPIC: Responding to trauma in schools requires an understanding of crisis and trauma theory. It also requires leadership in assisting school administrators and staff who depend on the skills of social workers to guide appropriate strategies and interventions. The impact of these events on the school and broader community is highlighted.

Learning Objectives:

- Explain the impact of trauma and crisis on the school and broader community.
- Apply crisis and trauma theory in schools and communities.
- Delineate how a SSW can guide school administrators and staff in responding to crisis and trauma

Required readings:

- Cowan, K.C. and Rossen, E. (2013). Responding to the unthinkable: School crisis response and recovery. *The Phi Delta Kappan*, 95(4), pp. 8-12.
- Gregory JR. (2020). Whiteness and School Shootings: Theorization toward a more critical school social work. *Children & Schools*. 42(3):153-160. doi:10.1093/cs/cdaa017
- O'Donoghue, M. (2023). Responding to students after the homicide of a classmate. *International Journal on Social and Education Sciences (IJonSES)*, 5(2), 225-242.
<https://doi.org/10.46328/ijonSES.504>

Suggested readings

- Cawood, Natalie, D.(2012). Addressing interpersonal violence in the school context: Awareness and use of evidence-supported programs. *Children & Schools*, 35,(1), 41-52
- Eliot, M., Cornell, D., Gregory, A., & Fan, X (2010, Dec.). Supportive school climate and student willingness to seek help for bullying and threats of violence. *Journal of School Psychology*, Vol.48, Issue 6. Pages 533-553
- Singer, J.B., Slovak, K. (2011) School Social Workers experiences with youth suicidal behavior: An exploratory study. *Children & Schools*. 33,(4), 215-228.
- Teasley, M., (2013). School violence reduction and related services personnel. *Children and Schools*, 35, (4) 195-198.
- Gunfire on school grounds in the United States. 2022 <https://everytownresearch.org/maps/gunfire-on-school-grounds/>
- Preventing gun violence in American Schools, 1/25/2021
<https://everytownresearch.org/report/preventing-gun-violence-in-american-schools/>

MODULE 4:

School wide systems of support, PBIS, Tiered Systems of Support, 504's, Health plans, including substance use and dependency.

Topic: We will explore the use of school, class and individual systems of support for students especially as an alternative to referral to Child Study Teams. I&RS (PIRT) teams are researched as a prevention & intervention system for academic and medical concerns including substance use. Rules and procedures for 504 plans and health considerations (medical, psychological and substance use) are a focus. Models of support for substance abusing students including Recovery High Schools are explored. Issues include: The educational system and school social work practice • the educational system and its mission, particularly related to SPED, PBIS, and RTI • Integration of school social work in the mission of the education system.

Learning Objectives:

- Describe the use of I&RS, RTI and PBIS as an alternative to CST referrals
- Summarize procedures for 504 plans.
- Analyze models of support for teens who are involved in substance misuse

Required readings:

- New Jersey Special Education Law NJAC 6A:14 (p 16-28, 55-60)
- Goodman-Scott E, Boulden R.(2020). School counselors' experiences with the Section 504 Process: "I want to be a strong team member...[not] a case manager." *Professional school counseling*.23(1):2156759-. doi:10.1177/2156759X20919378
- Moberg, D. P., & Finch, A. J. (2008). Recovery High Schools: A Descriptive Study of School Programs and Students. *Journal of Groups in Addiction & Recovery*, 2(2-4), 128–161. <https://doi.org/10.1080/15560350802081314>
- Sabatino Anlauf, C., Kelly, E.C., Moriarty, J., Lean, E. (2013). Response to Intervention: A guide to scientifically based research for school social work services. *Children & Schools*, 35,(4)213-223.

Suggested readings:

- Banks, T. & Obiafor, F. (2015). Culturally responsive positive behavioral supports: Considerations for practice. *Journal of Education and Training Studies*, 3(2).
- Berzin, S.C., O'Brien, K., Kelly, M.S., Frey, A., & Alvarez, M. (2011). Meeting the social and behavioral health needs of students: Rethinking the relationship between teachers and school social workers. *Journal of School Health*, 81 (8), 493-501.
- Saeki, E., Jimerson, S., Earhart, J. Hart, S., Renshaw, T., & Singh, R. (2011). Response to Intervention (Rti) in the social, emotional, and behavioral domains: Current challenges and emerging possibilities. *Contemporary School Psychology* 15(1). P.43-52

Resources and Videos:

- Best Practices for 504 Plans: <https://www.aasa.org/SchoolAdministratorArticle.aspx?id=4926>
- 504 NJ Regulations: <https://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html>
- New Jersey Special Education Law NJAC 6A:14 (p55)
- Parents Guide to 504 in Public Schools: <https://www.greatschools.org/gk/articles/section-504-2/>
- Video:** <https://cripcamp.com/>

MODULE 5:

Social Assessments, PLAAFPs and Goals and Objectives

TOPIC: We delve into the use of assessments in Special Education and the development of an Individualized Education Program. Assessments including educational psychological testing and health issues, substance use/misuse. Focus on adaptive behavior, social assessment and its specific components, application of developmental theories and their utility in assessing and formulating assessments and interventions. How to write a PLAAFP and read an IEP

Learning Objectives:

- Explain the use of assessments in Special Education and the development of IEPs.
- Demonstrate how to write a PLAAFP and analyze an IEP

Required readings:

New Jersey Special Education Law NJAC 6A:14 (p 1-16)

PRISE (p1-6) [Parental Rights in Special Education \(P.R.I.S.E\)](#)

Campbell, L.M., Rosas, C.E., & Clarke, L., (2022). Present levels of academic achievement and functional performance. In Rosas, C.E., & Winterman, K.G. (Eds.). *The IEP checklist: Your guide to creating meaningful and compliant IEPs*, (2nd ed. pp 59-86). Brookes Publishing; ISBN. 978-1-68125-472-2.

MODULE 6:

Social Assessments, PLAAFPs and Goals & Objectives. Assessments including Educational Psychological Testing and Health Issues, Substance Use and Dependency

Topic: Continued focus on the use of assessments in Special Education and the development of an Individualized Education Program. Focus on adaptive behavior, social assessment and its specific components, application of developmental theories and their utility in assessing and formulating assessments and interventions. How to write a PLAAFP and read an IEP

Learning Objectives:

- Describe assessments specifically related to adaptive behavior.
- Demonstrate how to write a social assessment and its specific components
- Apply developmental theory in assessing and formulating assessments and interventions.

Required readings:

Harmon, S., Street, M., Bateman, D., & Yell, M., (2020). Developing present levels of academic achievement and functional performance statements for IEPs. *Teaching Exceptional Children*, Vol. 52, (5), pp. 320–332.

Rosas, C.E., (2022). Goals. In Rosas, C.E., & Winterman, K.G. (Eds.). *The IEP checklist: Your guide to creating meaningful and compliant IEPs*, (2nd edit. pp 87-106). Brookes Publishing; ISBN. 978-1-68125-472-2.

Rosas, C.E., (2022). Short term objectives. In Rosas, C.E., & Winterman, K.G. (Eds.). *The IEP checklist: Your guide to creating meaningful and compliant IEPs*, (2nd edit. pp 107-126). Brookes Publishing; ISBN. 978-1-68125-472-2.

Campbell, L.M. & Rosas, C.E. (2022). Measuring and reporting progress. In Rosas, C.E., & Winterman, K.G. (Eds.). *The IEP checklist: Your guide to creating meaningful and compliant IEPs*, (2nd edit. pp 127-152). Brookes Publishing; ISBN. 978-1-68125-472-2.

MODULE 7:

SSW Leadership: The 10 Principles of Trauma-informed services and Application to School Environments

Topic: Each principal of trauma-informed services will be explored with examples of how to apply in a school setting.

Learning Objectives:

- Summarize the 10 Principles of the Trauma-Informed approach in Schools.
- Delineate how to apply trauma-informed services in schools.

Required readings:

Capp, Gordon., (2015). Our community, Our schools: A case study of program design for school-based mental health services., *Children & Schools: 37 (4)*, 241-248

Dombo, E.A., & Anlauf Sabatino, C., (2019). The ten principles of trauma-informed services and application to school environments In Dumbo, E.A. & Anlauf Sabatino, C., *Creating trauma-informed schools: A guide for school social workers and educators*. (pp 58-66). Oxford University Press, ISBN 9780190873806.

MODULE 8:

Eligibility and Least Restrictive Environment

- **Topic:** Working with children and families in special education • Integration of direct practice with child, family and the educational system • The interface of classroom inclusion with special and general education. • Coordinating services for children with learning disabilities • Special issues related to serving children with physical, emotional and behavioral concerns.

Learning Objectives:

- Explain how to work clinically and systemically with children and families in need of special education services.
- Analyze the application of an inclusion mandate in general and special education environments.
- Describe the issues of providing services to children with physical, emotional and behavioral needs.

Required readings:

Rosas, C.E., Clarke, L., Winterman, K.G. & Jones, M.M. (2022). Least restrictive environment. In Rosas, C.E., & Winterman, K.G. (Eds.). *The IEP checklist: Your guide to creating meaningful and compliant IEPs*, (2nd edit. pp 155-179). Brookes Publishing; ISBN. 978-1-68125

Winterman, K.G., (2022). Accommodations and modifications to meet the needs of the learner. In Rosas, C.E., & Winterman, K.G. (Eds.). *The IEP checklist: Your guide to creating meaningful and compliant IEPs*, (2nd edit. pp 181-197). Brookes Publishing; ISBN. 978-1-68125

MODULE 9:

Discipline - School to Prison Pipeline. use of BIP's and FBA's, HIB

Topic: The importance of Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) will be explored. How different approaches to discipline and exclusion contribute to the school to prison pipeline. Alternatives such as restorative justice will be discussed. Overview of NJ's Harassment, Intimidation and Bullying laws.

Learning Objectives:

- Explain NJ's Harassment, Intimidation and Bullying Law.
- Summarize Functional Behavior Assessments (FBA's) and Behavior Intervention Plans (BIPS) and their use in schools.
- Analyze how approaches to discipline and exclusion contribute to the school to prison pipeline.

Required readings:

NJ Harassment, Intimidation & Bullying Regulations

Harrison, K. & Harrison, R. (2009). The school social worker's role in the tertiary support of functional assessment. *Children in Schools*, 31(2), 119-127.

Payne, A.A. & Welch, K. (2015). Restorative justice in Schools: The influence of race on restorative discipline. *Youth & Society*. Vol. 47(4) 539–564

Sabia JJ, Bass B. (2016) Do anti-bullying laws work? New evidence on school safety and youth violence. *Journal of population economics*.30(2):473-502. doi:10.1007/s00148-016- 0622-z

Skiba, J. (2006) Disparate access: The disproportionality of African American students with disabilities across educational environments. *Exceptional Children* Vol. 72, pp. 411-424.

Resources & Videos:

Brown, L., Conroy, J., & Devlin, S., (2014, Sept.). [Toward ending the segregation of students with disabilities in New Jersey](#). White Paper

Nir Maslin, S. (2021, June 3rd). [Age of arrest](#), New York Times

N.J. ADMN.CODE 6A:14-3.7

Sawyer, W. (2019, Dec.19). [Youth confinement: The whole pie 2019](#). Prison Policy Initiative
The Education of Omarina, Frontline. Sept. 13, 2016. Season 2016, Episode 13. Producer: Mary Robertson <https://www.pbs.org/wgbh/frontline/film/the-education-of-omarina/>

MODULE 10:

IEP Review and Analysis

Topic: Preparation for Final Assignment with complete IEP analysis. Review of different IEP examples.

Learning Objectives:

- Critique different IEP examples in preparation for final assignment.
- Summarize different components of IEP's and their relevance

Required readings:

- Goran, L., Harkins Monaco, E.A., Yell, M.L., et.al. (2020, May 8th). Pursuing academic and functional advancement goals, services, and measuring progress. *Teaching exceptional children*. Vol 51. (4). 265-275
- Rosas, C.E., & Winterman, K.G. (Eds, 2022). *The IEP checklist: Your guide to creating meaningful and compliant IEPs*, 2nd Edition. Brookes Publishing. ISBN. 978-1-68125-472-2. Appendix A- IEP Tools, IEP Checklist, IEP Rubric
- Blackwell, W.H. & Stockall, N. (2019, Feb.13th). Four steps for interpreting and communicating high-stakes assessment results. *Teaching Exceptional Children* (51).1.

MODULE 11:**The Transition Process**

Topic: Transition planning should always be at the forefront when writing an IEP. We will examine how to plan for transition as an essential part of the IEP process. Linkage with community organizations, agencies and resources is codified in the transition planning in the IEP.

Learning Objectives:

- Delineate the process of IEP transition planning for high school teenagers.
- Describe the types of community, agency and resource linkage required for successful transition planning.

Required readings:

- Dente, C.L. & Coles Parkinson, K. (2012, May 25th). Ecological approaches to transition planning for students with Autism and Asperger's Syndrome. *Children & Schools*, (34), Issue 1, Pages 27–36, <https://doi-org.proxy.libraries.rutgers.edu/10.1093/cs/cdr002>
- Clarke, L. (2022). Transition teaming: Meeting postsecondary needs. In Rosas, C.E., & Winterman, K.G. (Eds). *The IEP checklist: Your guide to creating meaningful and compliant IEPs*, (2nd edition, pp. 199-223). Brookes Publishing; ISBN. 978-1-68125-472-2.

MODULE 12:**Diversity and Cultural Humility**

Topic: School Social Workers are charged with meeting the needs of a diverse range of students including students of color, LGBTQ youth, immigrant students, students with disabling conditions. We will explore the particular issues facing these communities and also the issue of cultural humility as opposed to cultural competency.

Learning Objectives:

- Analyze the difference between cultural humility and cultural competence.
- Summarize the issues impacting students of color, LGBTQ youth, immigrant students, and students with disabling conditions in educational settings.

Required readings:

- Gay, Lesbian & Straight Education Network. <https://www.glsen.org/educator-resources>
- Jarpe-Ratner E, Marshall B, Choudry M, et al. (2022). Strategies to support LGBTQ+ students in high schools: What did we learn in Chicago Public Schools? *Health promotion practice*. 23(4):686-698. doi:10.1177/15248399211006492
- NJ A4454. NJ Law requiring districts to include instruction on diversity and inclusion
NJ Amistad Commission Interactive Curriculum
- Sloane H, Petra M. (2021). Modeling cultural humility: Listening to students' stories of religious identity. *Journal of social work education*. 57(1):28-39.
doi:10.1080/10437797.2019.1662863

Suggested Readings:

- Greenberg, J.P.(2014) Significance of after-school programming for immigrant children during middle childhood: Opportunities for School Social Work. *Social Work*, 39(3),243-251
- Pitts, J.(2017, Summer) Why teaching Black Lives Matter matters. *Learning for Justice* 56
<https://www.tolerance.org/magazine/summer-2017/why-teaching-black-lives-matter-matters-part-i>
- Pitts, J.(2017, Summer)Bringing Black Lives Matters into the classroom. *Learning for Justice*. 56
<https://www.tolerance.org/magazine/summer-2017/bringing-black-lives-matter-into-the-classroom-part-ii>

Resources

- [Creating the space to talk about race in your school \(PDF\)](http://neadjustice.org/wp-content/uploads/2017/04/Talk-About-Race-in-the-Classroom.pdf), National Education Association
<http://neadjustice.org/wp-content/uploads/2017/04/Talk-About-Race-in-the-Classroom.pdf>
- [National Education Association Ed Justice: Black Lives Matter at school - Resources](http://neadjustice.org/wp-content/uploads/2017/04/Talk-About-Race-in-the-Classroom.pdf)
- Rutgers IIDEA Anti-Racist Resources <https://socialwork.rutgers.edu/about/community-resources/anti-racist-resources>
- Rutgers IIDEA LGBTQ Resources <https://socialwork.rutgers.edu/about/diversity-equity-inclusion/iidea-resources-engagement>

MODULE 13:

Vicarious Trauma and Self-Care

Topic: School social workers are at risk for vicarious trauma, burnout, and compassion fatigue due to the nature of their work especially in highly demanding school systems. We will explore how to ensure that self-care is a part of a social workers focus.

Learning Objectives:

- Describe vicarious trauma, burnout, and compassion fatigue as it applies to SSW.
- Analyze self-care strategies for SSW and their clients.

Required readings:

Lewis, M. & King, D. (2019, Jan.). Teaching self-care: The utilization of self-care in social work practicum to prevent compassion fatigue, burnout and vicarious trauma. *Behavior in the Social Environment*. 29(1), pp.96-106.

Sherman, M.C. (2016, July 1st). The school social worker: A marginalized commodity within the school ecosystem. *Children and Schools*. pp. 147-151

Suggested readings:

Travis, D.J., Lizano, E.L., & Mor Barak, M.E. (2016). 'I'm so stressed!': A longitudinal model of stress, burnout and engagement among social workers in child welfare settings. *British Journal of Social work*, 46(4), 1076-1095.

MODULE 14:

Termination

Topic: Termination in Social Work is often a difficult topic. We discuss how termination in schools has an impact on the clinician and the client.

Learning Objectives:

- Explain how termination in school systems has an impact on SSW and their clients
- Delineate clinical termination practices beneficial in a school environment.

Gelman, C.R., Fernande, P., Hausman, N. (2007). Challenging endings: First year MSW interns' experience with forced termination and discussion points for supervisory guidance. *Clin Soc Work J* 35, 79-90

Siebold, C.(2007). Everytime we say goodbye: Forced termination revisited, a commentary. *Clin Soc Work J* 35, 91–95. <https://doi-org.proxy.libraries.rutgers.edu/10.1007/s10615-007-0079-3>

Szczygiel, P., & Emery-Fertitta, A., (2021). Field placement termination during Covid 19: Lessons on forced termination, parallel process, and shared trauma. *Journal of Social Work Education*. 57 (sup1): 137-148. doi:10.1080/10437797.2021.1932649

MODULE 15:

Course Review

Topic: We review the main concepts explored in the course, discuss evaluation and termination.

Learning Objectives:

- Summarize the main theories and concepts discussed throughout the course.
- Explain how to apply the learning tools and skills in future professional engagement with clients.

Required Readings:

- Dombo, E.A., & Anlauf Sabatino, C.,(2019). Evaluating trauma-informed school social work. In Dombo, E.A., & Anlauf Sabatino, C. *Creating trauma-informed schools: A guide for school social workers and educators*. (pp 90-100). Oxford University Press, ISBN 9780190873806.
- Campbell, L.M., & Rosas, C.E., (2022). Measuring and reporting progress. In Rosas, C.E., & Winterman, K.G. (Eds). *The IEP checklist: Your guide to creating meaningful and compliant IEPs*. (2nd edition, pp 127-152). Brookes Publishing; ISBN. 978-1-68125-472-2.