

# INDIANA UNIVERSITY SCHOOL OF SOCIAL WORK

## S618 Social Policy and Services II: Schools

Section Number:	Instructor: Dee Kempson, LSW, ACSW
Semester/Year: Spring, 2010	Office Hours: By appointment
Room:	Phone Numbers: (317) 946-5802 work (317) 873-9156 home
Day/Time:	Email: dkempson@doe.in.gov

### I. Course Rationale and Description

This advanced level practice course is designed to provide students with an overview of the legislation that impacts the practice of school social work.. Specific topical areas include:

- federal and state general and special education legislation, including No Child Left Behind, Response to Intervention, IDEA, and Article 7
- the legal authority for student services in Indiana, as articulated in Article 4
- the legal and ethical responsibilities of practicing school social workers,
- the impact of legislation on school social work practice and
- the protections that the law provides to the multicultural and diverse populations served by school social workers.

### II. Objectives

Students in this course are expected to achieve the following objectives:

1. Develop an understanding of the identified laws, rules and policies that impact education and be able to apply them to the practice of school social work.
2. Develop an understanding of the legal and ethical responsibilities of a school social worker and be able to use thoughtful problem solving strategies for managing dilemmas that occur when laws, rules, school policies and ethical guidelines conflict.
3. Demonstrate an understanding of the legal procedures and practices that may be required of a school social worker (i.e. testifying in court or making a report to Child Protective Services) and be able to accomplish such activities in a professional manner.
4. Demonstrate an understanding of the legal protections in school settings for minorities and populations at risk due to the challenges of health, mental health, social, behavioral and/or academic needs and be able to advocate for such protections, when appropriate, in the execution of school social work practice.
5. Illustrate an understanding of special education legislation (Article 7) and its impact on students with special needs.
6. Identify school social work skills, strategies, and roles necessary, to successfully implement the policies and practices, such as Response to Intervention, that

- positively impact all students. Demonstrate an understanding that this is accomplished in a collaborative manner that respects the expertise and unique contributions of all school professionals, students, parents and community partners as they work together to interpret education law in the service of students.
7. Demonstrate the ability to access and utilize the tools, resources, research, and professional development available to maintain a current understanding of education law.
  8. Illustrate an ability to identify and critically analyze possible unintended consequences of education legislation such as disproportionality, student exclusion, over-identification and labeling. Demonstrate an ability to advocate for those impacted by such consequences.
  9. Illustrate an ability to practice school social work, in all its aspects, in a manner that models the principles of social justice and equity.

### **III. Required Text**

Bye, L.& Alvarez, M. (Eds). (2007) *School Social Work: Theory to Practice*, First Edition. Brooks and Cole.

#### **Required Reading:**

Indiana State Board of Education. Special Education Rules. Title 511 Article 7 Rules 32-47 2008 <http://www.doe.state.in.us/exceptional/speced/laws.html>

511 IAC 4-1.5 Student Services and  
The Student Assistance Services Program Guide:  
[http://www.doe.state.in.us/sservices/student\\_asst.html](http://www.doe.state.in.us/sservices/student_asst.html)

The Family Educational Rights and Privacy Act (FERPA)  
<http://www.ed.gov/policy/gen/guid/fpc/ferpa/index.html>

Section 504 of the American's with Disabilities Act  
An overview: <http://www.adda-sr.org/504.htm>

Indiana's Vision for Response to Intervention: A Guidance Document  
<http://www.doe.in.gov/indiana-rti/>

Other readings may be assigned by the instructor during the semester.

#### **Recommended Text**

1. C. Franklin, M. Harris, and P. Allen-Meares (Eds.) (2006). *The School Services Sourcebook: A Guide for Social Workers, Counselors and Mental Health Professionals*. Oxford: Oxford University Press.

#### IV. Course Outline

Class	Date	Topic	Readings, assignments due, videos and speakers
1		Course review Law, Rule, Policy, Case law, Court order, Ethical Code – definitions	Required text: Chapter 15 pp 249-251
2		General education legislation: Elementary and Secondary Education Act PL 107-110 The No Child Left Behind Act of 2001 Title One Adequate Yearly Progress Family Educational Rights and Privacy Act (FERPA)	FERPA –Forum Guide
3		Legal settlement School Attendance Law and School Policy School Discipline legislation and due process	IDOE Attendance and Administrative Manual
4		Legal mandates for school social workers – reporting suspected child abuse/neglect, Duty to Warn, privileged communication  Article 4 “The Student Services Rule” –legislative support for creating a School Social Work Plan	Article 4 Program Guide
5		Response to Intervention	“Using RTI for School Improvement” Cara Shores – Kim Chester Indiana’s Response To Intervention Guidance Document IDOE
6		Overview of legislation impacting students with disabilities ; Individuals with Disabilities Education Act (IDEA), Article 7,	Article 7

		Americans with Disabilities Act (ADA) Section 504	
7		Special Education evaluation, eligibility and process. FAPE, Non-public students with disabilities	
8		Case Conference Committee Meetings IEPs, Plan implementation – and the responsibilities of the school social worker	Case study due date
9		Discipline and the student with disabilities Disproportionality	Fiction/non-fiction text
10		Transition services from early childhood to adulthood for the student with disabilities	
11		Values and Ethics in School Social Work. The school Social Work Standards. Ethical decision making models : Group activity using these models	
12		Group work on Special Education Scenario Presentations of PSAs	
13		School Social Work Licensing Professional, State requirements and processes I-MAP Mentoring Professional Growth Plan	Legislative Session Research Paper
14		Presentations.	<b>Group Assignment:</b> Due date: RTI/Special Education Group Case Scenario Report
15		Presentations: Wrap up Evaluations	<b>Group Assignment:</b>

## V. Assignments

1. Select an education or family law bill that is being introduced this legislative session. Follow the bill through the legislative process. Write a 2 page report which will include: (100 points)
  - number, name, author and original language of the bill,
  - a detailed summary of the bill's journey through committees and hearings,
  - the outcome of the bill including the final language presented,
  - the implications for education in Indiana resulting from this bill whether signed into law, or not.
2. Case Study: (100 points)

Select a general education student/family that has been referred to you for assessment and intervention. Write a 3 page report that identifies the possible federal/state laws, state board rule(s), case law, school district policy, and professional ethical codes that have implications for this case. Consider whether these factors prove to be protective, create barriers, and/or have unintended consequences. Describe what factors you would change, if anything, to facilitate the outcomes of this case.
3. RTI/Special Education Group Case Scenario: (100 points)

In a group of 4 consider a case scenario provided by the instructor in light of the RTI/Special Education continuum process. The group will identify the:

  - legislation, including each code citation and language,
  - board rule,
  - school policy,
  - ethical codes, and
  - practice guidelines that would inform the possible assessment and intervention processes for meeting the needs of the student identified in the scenario.

Each group member will then write a 2 page report describing a component of this RTI/Special Education assessment and intervention process, commenting on the implications of any relevant laws, rules and/or policies.
4. Group Presentation: (50 points)

The group will then present their scenario and assessment/intervention process, including relevant laws, rules and practices, to the whole group via an approximately 10-12 minute power-point presentation.
5. Public Service Announcement (PSA) Activity: (50 points)

Read a fiction or non-fiction book, the focus of which is a child/children who is/are challenged with a disability. With a partner create a 3-4 minute PSA which creatively informs the public about the disability. This PSA will be presented in class, prefaced by a brief description of the book.

A book may be selected from the book list provided or self-selected.

## VI. Grading, Evaluation, and Feedback

Activity or Assignment	Points	Date Due
Legislative session research paper	100	
Case Study report	100	
RTI/Special Education Report	100	
Group Presentation	50	
Public Service Announcement	50	

### Guidelines for ALL written assignments:

All written assignments should:

- be typed,
- be printed in a 12-point Times New Roman font (unless otherwise specified),
- be double spaced,
- be stapled together,
- have one-inch margins,
- have page numbers on each page,
- have your name and course number on the cover,
- be checked for errors in spelling and grammar,
- use the American Psychological Association (APA) format,
- include a complete list of references, and
- cite all ideas and quotes taken from others

Please make sure that your paper has the following elements:

- an introduction (where you explain the focus and importance of your paper),
- a main body (where you present your ideas and supporting evidence),
- a summary (where you review the main points of your paper), and
- smooth transitions between paragraphs so that the paper flows logically.

The Case Study Report and the RTI/Special Education Report will each be assigned 25 points for the quality of the writing, according to rubric below.

Depth and quality of the research/content	5 or below
Adequacy of bibliography and appropriate use of citations	5 or below
Conceptual clarity of the thesis, body and conclusion	5 or below
Organization of the paper (heading, transitions, etc.)	5 or below
Grammar, spelling, sentence structure, punctuation, APA	5 or below

Formal grades for this course are assigned on an “A” (Excellent) through “F” (Fail) basis. As consistent with school policy, a grade of “C”- or lower in this course represents grounds for dismissal from the Master of Social Work program. Students enrolled in the course may earn a potential 230 points. Final Course scores generally conform to the following point ranges:

100-98% A+	97-95% A	94-92% A-
91-88% B+	87-85% B	84-82% B-
81-78% C+	77-75% C	74-72% C-
71-68% D+	67-65% D	64-62% D-
61-0% F		

For all assignments, APA must be used, including in-text references and web citations. Works consulted but not used in the paper may be listed in a separate supplemental bibliography if desired. Please provide complete citations.

## VII. Course Policies

**Attendance, Late assignments and Make-up exams:** Students are expected to attend classroom and practicum course meetings. Regular attendance is viewed as the personal and professional responsibility of each social work student. Active participation in course activities is the expected norm. In participating, it is expected that students reflect interest in, and respect for, their colleagues in a manner that is congruent with the values, ethics and skills of the profession. Students failing to attend a class session may choose to lose 10 points or write an additional 2 page paper assigned by the instructor. 3 absences automatically result in a failing grade. Students presenting late assignments may choose to lose 3 points per day or write an additional 2 page paper assigned by the instructor.

**Extra Credit:** There are no extra credit assignments or tasks unless listed in the syllabus. No rewrites of previously evaluated material are accepted except by special permission of the instructor.

**Professional Student Conduct:** Students are expected to conduct themselves as professionals. Learning is privileged in the classroom and all are expected to contribute to the creation of an environment that maximizes learning. Students are expected to respect the opinions and feelings of other students, instructors, and guest speakers even though they differ from their own. Professional conduct does not include side conversations or conversations unrelated to class topic, sleeping, or putting your head in your arms during class. Multitasking in the classroom is not considered professional conduct, e.g., text messaging, emailing, cell phone conversation, surfing the internet, listening to ipods/mp3 players, preparing for the next class, attending to your personal business, reading unrelated material, etc... Engaging in these behaviors will result in loss of points and you may be asked to leave the classroom.

**Plagiarism and Cheating:** The School of Social Work follows the Indiana University Policy on Plagiarism that states:

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

- a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
  1. Directly quoting another person's actual words, whether oral or written;
  2. Using another person's ideas, opinions, or theories;
  3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
  4. Borrowing facts, statistics, or illustrative material; or
  5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

Code of Student Rights, Responsibilities, and Conduct. Indiana University.  
<http://www.iupui.edu/code/>

IU School of Social Work Addendum to Indiana University Policy on Plagiarism

In addition to the university statement on plagiarism that is published in the IU Student Code of Student Rights, Responsibilities, and Conduct, the IU School of Social Work defines plagiarism as including:

- The intentional or *unintentional* use of information from another person without full acknowledgment. Such use, even when unintended, causes the work to appear to be the student's own work and thus the student, not the original author, benefits from the omission of proper acknowledgment.
- Copying or using information from web sites without appropriately documenting the internet source.
- Buying or using a document written by another person.
- Submitting any part of the student's own work which has been previously submitted, unless one's own prior work is fully acknowledged and appropriately cited.

To avoid plagiarism, credit sources whenever you use someone else's language or ideas. Such crediting must be detailed and specific. Simply including a literature citation in your list of reference is insufficient. Rather, you must specifically acknowledge a source each time you use the source, paragraph-by-paragraph, even sentence-by-sentence if necessary. See the Publication Manual of the American Psychological Association (5<sup>th</sup> Edition) for guidelines for in-text references.



**Policy on Incompletes:** The grade of Incomplete used on the final grade report indicates that a substantial portion of the course work has been satisfactorily but not entirely completed as of the end of the semester. The grade of Incomplete may be given only when the completed portion of the student's work in the course is of passing quality. Instructors may award the grade of Incomplete upon a showing of such hardship to a student as would render it unjust to hold the student to the time limits previously established for the completion of his or her work. Should the faculty member agree to assign a grade of Incomplete, he or she also has the right to set a specific date (up to one year) by which all unfinished work must be completed. For the complete policy please go to [registrar.iupui.edu/incomp.html](http://registrar.iupui.edu/incomp.html).

**Passing Grade for the Course:** In accordance with the Indiana University School of Social Work grading policy, students must earn at **least a “C” to pass** this course.

**Course evaluation:** A formal evaluation of the course and its instructor will be completed at the end of the course consistent with the School's academic policy.

**Students With Special Needs:** Any student who may need special arrangements or accommodation to meet the requirements of this course is encouraged to contact Pamela King, Director, Adaptive Educational Services, phone 274-3241, TDD 278-2050. Accommodations should be sought as quickly as possible in the course and are the responsibility of the student to pursue. This department is now in the Office of Diversity, Equity, and Inclusion. The web site is <http://diversity.iupui.edu/aes> and email is [aes@iupui.edu](mailto:aes@iupui.edu).

### **Americans with Disabilities Act Policies**

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. This should be discussed with the instructor within the first three (3) weeks of class. Adaptations of teaching methods and class materials, including text and reading materials or testing, will be made as needed to provide equitable participation.

### **Mental Health Resource:**

During the semester, if you find that life stressors are interfering with your academic or personal success, consider contacting Counseling and Psychological Services (CAPS). All IUPUI students are eligible for counseling services at minimal fees. CAPS also completes evaluations for learning disorders and ADHD; fees are charged for testing.

## VII. Bibliography:

- Clark, J (1998) *Functional behavioral assessment and behavioral intervention plan: Implementing the student discipline provisions of idea'97 – A technical assistance guide for school social workers*. Northlake, IL/Washington, DC: School Social Work Association of America/National Association of Social Workers School Social Work Section.
- Clark, J. (2002) School social work assessment: Battery versus functional approaches. *Section Connection*, 8(1), 4-5
- Dane, E. (1990) families of children with learning disabilities. In *Painful passages: Working with children with learning disabilities* (pp 120-156). Silver spring. MD: NASW
- Elbaum, B. & Vaughn, S. (2001). School-based interventions to enhance the self concept of students with learning disabilities. A meta-analysis. *Elementary School Journal*, 101(3), 303-329.
- Henry, D., DeChristopher, J., Dowling, P., & Lapham, E. (1981), April). *Using the social history to assess handicapping conditions*. *Social Work in Education*, 3(#), 7-19.
- Jefferson-Jenkins, C. (2003), October). *Disproportionality: What is it? And why do we care?* Presentation at the National Center for Culturally Responsive Educational Systems Forum on Disproportionality, Denver, CO.
- Kerns, L., Dunlap, G., Clarke, S., & Childs, K. (1994). Student-assisted functional assessment interview. *Diagnostique*, 19(2-3), 29-40.
- Lohrmann-O'Rourke, S. Knoster, T., & Llewellyn, G. (1994). *Screening for understanding: An initial line of inquiry for school-based settings*. *Journal of Positive Behavior Interventions*, 1(1), 35-42.
- President's Commission on Excellence in Special Education. (2002). *A new era: Revitalizing special education for children and their families*. Washington, DC: U.S. Department of Education, Office of Special Education and Rehabilitative Services.
- Raines, J. (2002) Brainstorming hypotheses for functional behavioral assessment: The link to effective behavioral intervention plans. *School Social Work Journal*, 26(2), 430-445.
- Reamer, Frederick G. (2006) *Social Work Values and Ethics*. Columbia University Press. New York
- Reschly, D. (1996). *Disproportionate minority representation in general and special education programs: Patterns, issues and alternatives*. Des Moines; Iowa Department of Education and the Mountain Plains Resource Center.

Sapon-Shevin, M. (2003) Inclusion: A matter of social justice. *Educational Leadership*, 61, 25-28.

Sheridan, M., (1984) Evaluating students' special education needs. *Social Work in Education*, 6(2), 93-105.