SWK-S 613 Specialized Instruction and Support Services for Diverse Student Populations (3 cr.)

Course Information
Semester Year:  
Section Number:  
Location:  
Day:  
Time:  
Instructor:  
Office:  
Email:  
Phone:  
Office Hours:  

Course Description
This course introduces students to the school social worker’s role as a specialized instructional support personnel (SISP), whose task is to enhance the ability of every school child to learn to his or her capacity. Through the study of research, practice, and policy issues facing school children, especially those with exceptionalities, students in this course will learn to promote educational services and expand educational success for children with exceptionalities, their families, schools, and communities. Students will learn the imperative for multidisciplinary collaboration that advances student well-being and supportive school environments. Recognizing the influence of historical and cultural contexts, diversity and oppression as well as social and economic forces shaping educational experiences are examined, specifically focusing on the occurrence of educational disparities and academic outcomes.

Course Competencies
Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary
- 2: Engage Diversity and Difference in Practice
  - Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (CSWE, 2015, p. 7).
  - Present themselves as learners and engage clients and constituencies as experts of their own experiences (CSWE, 2015 EPAS, p. 7)
  - Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (CSWE, 2015 EPAS, p. 7)

Secondary
- 1: Demonstrate Ethical and Professional Behavior
- 3: Advance Human Rights and Social, Economic, and Environmental Justice

Course Objectives
S613-01: Demonstrate understanding of the similarities and differences in the roles and functions of specialized personnel in expanding educational opportunities and advocating for school children presenting with exceptional learning needs. (CC1, 2, 3)

S613-02: Apply methods of instruction of the exceptional child in cross-categorical special education, which includes integrating knowledge about the developmental impact disabilities have on a
school child’s learning and generating instructional approaches that are adapted to a school child’s unique learning needs. (CC3, 1)

S613-03: Apply methods of reading and reading in the content area which incorporates the school social worker’s role in understanding the intersection of behavior and classroom culture with reading development and implementing intervention strategies to support reading development. (CC1, 3)

S613-04: Deliver differentiated instructional strategies for English Language Learners that incorporate knowledge of a school child’s unique levels of development, history of transitions, and cultural and linguistic diversity. (CC2, 1, 3)

Course Objectives Listed Below Specifically Align with State School Social Work Licensing Standards:

S613-05: Methods of instruction of the exceptional child in cross-categorical special education, which includes the following standards (CC2, 1, 3):

5-1 Understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social and personal development of all students;
5-2 Understands how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners; and
5-3 Understands instructional planning and designs instruction based on knowledge of the discipline, students, community and curriculum goal.

S613-06: Methods of reading and reading in the content area, which addresses the following standards (CC1, 3):

6-1 Understands how students acquire reading competency;
6-2 Understands reading deficits and reading levels, and how they contribute to a student’s ability to succeed in kindergarten through grade 12;
6-3 Understands the correlation of behavior and classroom culture (discipline, management, control, influence on engagement) on reading development and reading acquisition; and
6-4 Uses the skills and strategies specific to their school support personnel specialty to support or enhance reading skill development, as applicable.

S613-07: Instructional strategies for English language learners, which align to the following standards (CC2, 1, 3):

7-1 Understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners [ELL], sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;
7-2 Understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;
7-3 Understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;
7-4 Understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as "IDEA");

7-5 Understands the impact of linguistic and cultural diversity on learning and communication;

7-6 Understands his or her personal perspectives and biases and their effects on one's teaching;

7-7 Understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs;

7-8 Analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;

7-9 Stimulates prior knowledge and links new ideas to already familiar ideas and experiences;

7-10 Differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs;

7-11 Facilitates a learning community in which individual differences are respected; and

7-12 Uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students

Required Texts


*other readings as assigned

Recommended Texts


Course Content

This course examines methods of instruction for exceptional children, methods of reading, and instructional strategies for English Language Learners. This course provides a framework for school social workers to engage in their required roles while assessing for personal bias with diverse students. Students will become familiar with strategies to successfully engage students identified as exceptional and/or English Language Learners. The major evaluation of students’ progress in accomplishing the learning objectives of this course is the signature case study assignment. Use of peer reviewed journal articles and appropriate online materials will be necessary as students will be required to analyze the theories, perspectives, and application strategies that are consistent with social work values to best work with students and their systems. All required readings are marked with *. Those without can be considered suggested/supportive readings.

Course Outline (Start with Modules each week)

Module 1

Dates:

**Learning Objective**

A. Introduction to Course to ensure understanding of expectations and professional behaviors. (CO1)
B. Licensing Requirements review to reflect the motivation for successful course completion. (CO1)

**Assignments**

Readings

1) *Canvas Module 1: Understanding Course Objectives, Expectations, and Online Format
2) *Work through Module 1 that includes lecture, course instructions, and links to important information.

To Complete

1) Discussion Post and Responses (LO A, B)

Module 2

Dates:

**Learning Objectives**

A. To differentiate the concepts associated with the Framework for Special Education (CO2)
   a. IDEA
   b. SpEd eligibility
   c. IEP
   d. FBA
   e. PBS(PBIS)
   f. RTI
B. To integrate the field of Social Work with the role of the School Social Worker (CO1,2)

**Assignments**

Readings

1) *Work through Module 2 that includes introduction to topic, lecture, class session instructions, and links to important information


To Complete

1) Discussion Post and Responses (LO A, B)

Module 3

Dates:

Learning Objectives

A. To deconstruct personal biases in an educational setting when working with diverse students (CO1,2, 4, 7)

Assignments

Readings

1) *Work through Module 3 that includes introduction to topic, lecture, class session instructions, and links to important information


3) How Do I know If My Biases Affect My Teaching. The National Association for Multicultural Education. Online at http://www.nameorg.org/learn/how_do_i_know_if_my_biases_aff.php


To Complete

1) Self-Reflection Analysis (CO1, 2, 4, 7)

2) Discussion Post and Responses (LO A)
Module 4

Dates:

**Learning Objectives**

A. To understand culturally diverse student populations (CO1, 4, 5, 7)
   
   a. Religion/Spirituality
   b. Low Socioeconomic
   c. Military
   d. Latino/Hispanic
   e. Undocumented
   f. African American
   g. First Nations
   h. Gay, Lesbian, Bisexual, and Transgender Youth

**Assignments**

**Readings**

1) *Work through Module 4 that includes introduction to topic, lecture, class session instructions, and links to important information*


3) Thompson, S., Ryan, T., & Kim, J. (2012). Intervening with students and families who frequently relocate or are homeless. In Franklin, C., Harris, M. B., & Allen-Meares, P. (Eds.), The school services sourcebook (2nd ed.). New York, NY: Oxford University Press.


To Complete

1) Cultural Diversity: A Student Case Study (CO1, 2, 4, 5, 7)

2) Discussion Post and Responses (LO A)

Module 5

Dates:

**Learning Objectives**

A. To integrate strength-based approaches and interventions to working with diverse student populations and their families (CO1, 4, 5, 7)

B. To clarify the school social worker’s role as an advocate (CO1)
Assignments

Readings
1) *Work through Module 5 that includes introduction to topic, lecture, class session instructions, and links to important information

To Complete
1) Discussion Post and Responses (LO A, B)

Module 6

Dates:

Learning Objectives
A. To differentiate literacy learning and language development needs for diverse student populations (CO1, 4, 6, 7)
   a. Theoretical Overviews
   b. Literacy Initiatives
   c. Interventions with Non-English speaking parents
   d. Using Interpreters
   e. Language and Culture
   f. Diverse Literacy Needs
   g. Adaptive Technology

Assignments

Readings
1) *Work through Module 6 that includes introduction to topic, lecture, class session instructions, and links to important information

To Complete
1) Discussion Post and Response (LO A)
Module 7

Dates:

**Learning Objectives**

A. To identify cognitive and linguistic dimensions in language development with culturally diverse students (C 4, 6, 7)

**Assignments**

**Readings**

1) *Work through Module 7 that includes introduction to topic, lecture, class session instructions, and links to important information*


**To Complete**

1) Discussion Post and Response (LO A)

Module 8

Dates:

**Learning Objectives**

A. To distinguish intellectual disabilities and how to advocate for these students in an academic setting (CO1, 2, 5):

   a. Key Terms
   b. Identification and Assessment
   c. Prevalence and Causes
   d. Educational Approaches
   e. Social Work Interventions with Students and their Parents
   f. Adaptive Technology

**Assignments**

**Reading**

1) *Work through Module 8 that includes introduction to topic, lecture, class session instructions, and links to important information*


**To Complete**

1) Discussion Post and Response (LO A)

Module 9

Dates:
**Learning Objectives**

A. To distinguish between learning disabilities and how to advocate for these students in an academic setting (CO2, 5, 6):
   a. Key Terms
   b. Identification and Assessment
   c. Reading Development and Deficits
   d. Causes and Prevalence
   e. Educational Approaches
   f. Social work Interventions with Students and their Parents
   g. Adaptive Technology

**Assignments**

**Readings**

1) *Work through Module 9 that includes introduction to topic, lecture, class session instructions, and links to important information*


**To Complete**

1) Discussion Post and Response (LO A)

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**Module 10**

Dates:

**Learning Objectives**

A. To distinguish between emotional and behavior disorders and how to advocate for these students in an academic setting (CO2, 5, 6):
   a. Key Terms
   b. Identification and Assessment
   c. Prevalence and Causes
   d. Educational Approaches
   e. Social work Interventions with Students and Their Parents
   f. Social workers as Teacher Support

**Assignments**

**Readings**

1) *Work through Module 11 that includes introduction to topic, lecture, class session instructions, and links to important information*


**To Complete**

1) Discussion Post and Response (LO A)
Module 11

Dates:

**Learning Objectives**

A. To distinguish students on the autism spectrum and how to advocate for these students in an academic setting (CO5, 7):
   a. Key Terms
   b. Prevalence and Causes
   c. Identification and Assessment
   d. Educational Approaches
   e. Social work Interventions with Students and Their Parents
   f. Adaptive Technology

**Assignments**

**Readings**

1) *Work through Module 12 that includes introduction to topic, lecture, class session instructions, and links to important information*
3) *Ballan, M., Powledge, L., & Hoban, K. (2012). Effective interventions for students with autism and asperger’s syndrome. In* ...

**To Complete**

1) Discussion Post and Response (LO A)

Module 12

Dates:

**Learning Objectives**

A. To distinguish students with communication disorders and demonstrate how to advocate for these students in an academic setting (CO5, 7):
   a. Key Terms
   b. Identification and Assessment
   c. Prevalence and Causes
   d. Educational Approaches
   e. Social work Interventions with Students and their Parents
   f. Adaptive Technology

**Assignments**

**Readings**

1) *Work through Module 13 that includes introduction to topic, lecture, class session instructions, and links to important information*
Module 13

Dates:

**Learning Objectives**

A. To distinguish students with visual and auditory impairments and determine how to advocate for these students in an academic setting (CO5, 7):
   a. Key Terms
   b. Identification and Assessment
   c. Prevalence and Causes
   d. Educational Approaches
   e. Social work Interventions with Students and their Parents
   f. Adaptive Technology

B. To distinguish students with mixed (multiple) disabilities including ADHD, Health, Physical, and Traumatic Brain Injury and determine how to advocate for these students in an academic setting (CO5, 7):
   a. Key Terms
   b. Identification and Assessment
   c. Prevalence and Causes
   d. Educational Approaches
   e. Social work Interventions with Students and Their Parents Adaptive Technology

**Assignments**

**Readings**

1) *Work through Module 14 that includes introduction to topic, lecture, class session instructions, and links to important information


**To Complete**
1) Discussion Post and Response (LO A, B)

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**Module 14**

**Dates:**

**Learning Objectives**

A. To distinguish students who are gifted and talented and determine how to advocate for these students in an academic setting (CO6)
   a. Definition and Characteristics
   b. Prevalence and Causes
   c. Identification and Assessment
   d. Educational Approaches
   e. Social work Interventions with Students and their Parents
   f. Adaptive Technology

**Assignments**

**Readings**
1) *Work through Module 15 that includes introduction to topic, lecture, class session instructions, and links to important information*

**To Complete**
1) Discussion Post and Response (LO A)

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**Module 15**

**Dates:**

**Learning Objectives**

A. To integrate and approach using a strengths based, integrative, interprofessional collaborative approach with multiple stakeholders (CO1, 5):
   a. Intervention Planning
   b. Instruction
   c. Working with Families
   d. Working with Health Professionals
   e. Inter-professional Collaboration

**Assignments**

**Readings**
1) *Work through Module 16 that includes introduction to topic, lecture, class session instructions, and links to important information*


To Complete

1) Discussion Post and Response (LO A)

2) The Complete Picture: A Student Case Study (CO 1-7)

Assignments and Grading

Specific instructions for each assignment will be posted on Canvas. Any questions can be directed to Instructor by email, phone call, or in person during office hours. All assignments should be typed, double spaced, with one-inch margins on all sides, carefully edited and proofed using 12 point font, and APA (6th ed). You MUST use your own original material and cite references appropriately. Plagarism of any sort is unacceptable and will result in disciplinary action as outlined by Department, School, and University policy.

1. Discussions: Students are expected to reflect and assess on topics in assigned reading using critical thinking skills and then engage in professional dialogue with peers using provided discussion questions. This will be completed using Canvas Discussion. (CO 1-7)
   a. DUE: Weekly Posts due on Wednesday by 11:59pm, Responses by Sunday 11:59pm
   b. Final Grade % = 40% (16 points each)

2. Self-Reflection Analysis: This assignment will allow you to explore your own perspectives and approaches with student populations. Use the guidelines as provided in Canvas Assignments to craft your paper. (CO 1, 2)
   a. DUE: Week 3 by Sunday 11:59pm
   b. Final Grade % = 15%

3. Cultural Diversity: A Student Case Study: This study will evaluate how multiple diversity factors can influence prevention, interventions, and treatment planning in a school setting. Critical thinking is required, and all opportunities for the student must be considered. (CO 1-7)
   a. DUE: Week 4 Sunday 11:59pm
   b. Final Grade % = 20%

4. The Complete Picture: A Student Case Study: This study will evaluate how multiple factors can influence prevention, interventions, and treatment planning in a school setting. Critical thinking is required, and all opportunities for the student must be considered. (CO 1-7)
Evaluation and Grading

The overall course grade is determined by the student’s performance on the eight assignments described above and their participation in class. The evaluation/grading framework is indicated below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93%</td>
<td>Excellent, Exceptional Quality</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
<td>Superior Quality</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
<td>Very Good, Slightly Higher Quality</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
<td>Good, High Quality (expected of most BSW students)</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
<td>Satisfactory Quality</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
<td>Marginal, Modestly Acceptable Quality</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
<td>Marginal, Minimally Acceptable Quality</td>
</tr>
<tr>
<td>C-</td>
<td>70%</td>
<td>Unsatisfactory Quality</td>
</tr>
<tr>
<td>D+</td>
<td>67%</td>
<td>Unsatisfactory Quality</td>
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<tr>
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</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
<td>Unsatisfactory Quality</td>
</tr>
</tbody>
</table>

Grades of C and C+ signify work that is *marginal* in nature. The scholarly products or professional performances meet many but not all of the expected criteria. Grades of C- and lower reflect work that is *unsatisfactory*. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a future BSW-level professional.

DEPARTMENT AND COURSE POLICIES

ATTENDANCE AND CLASS PARTICIPATION:
Consistent attendance in online coursework is extremely important. Attendance in class sessions is defined by the following.

- In order to facilitate your learning, you are expected to check the weekly modules early in the week and post all assignments and discussion on time.
- Late assignments are not accepted, unless there are extremely extenuating circumstances. You must communicate with the instructor early and often about a situation of concern.

Absence from online class sessions will result in the following:
- Two missed classes will result in a full letter grade drop for the final course grade
- Three missed classes will result in two full letter grades dropped for the final course grade. Please refer to the Social Work program grade and GPA requirements to ensure you are aware of the impact grade drop will have on your academic progress.
- Four or more absences will result in failure of the course.

EXPECTATIONS FOR WRITING
Effective practice of generalist social work requires excellent writing skills to communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated both for the content and ideas presented as well as for the clarity of that presentation. All formal papers will be typed, double-spaced and paginated. In order to
support professional expectations of utilizing evidence to inform practice at all levels, APA style is to be used to cite academic sources, including in-text references and bibliography. The formal APA manual and other guides to writing in APA style are available in the bookstore and are an expected part of the textbooks for the MSW (though not required for the BSW) program. Students experiencing writing difficulties are advised to seek assistance at the University Writing Center on their respective campus.

APPOINTMENTS
Your instructor is available to meet by appointment. Please email or call to schedule a time to request an appointment time.

COURSE EVALUATION
All learners will have an opportunity to formally evaluate the course and Professor at the end of the term using the required School of Social Work and University standardized evaluation materials. The educational process will be enhanced by ongoing, mutual feedback between learners and the Professor verbally as well as via the individual self-assessments.

PROFESSIONAL CONDUCT POLICY
Students in a professional program are expected to conduct themselves as professionals in relation to the class and assignments. Full participation is encouraged as long as it is appropriate to the course content. Respect for the opinions of others is expected. Frequent lateness or professionally unbecoming class conduct are likely to result in a lowered grade or deem a student unsuitable for field placement. Students are evaluated on their personal and professional behavior or conduct in this class as described in the Code of Ethics.

With the exception of legally prescribed medications, any use of consciousness altering substances before, during, or between class sessions obviously impairs learning and is unacceptable.

Bibliography


