



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

Course Information

Semester Year: XXXX
Section Number: XXXX
Location: XXXX
Day: XXXX
Time: XXXX

Instructor: XXXX
Office: XXXX
Email: XXXX
Phone: XXXX
Office Hours: XXXX

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

- 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

- Demonstrate Ethical and Professional Behavior
- Advance Human Rights and Social, Economic, and Environmental Justice



Course Objectives

- S693-01** 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.
- S693-02** 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.
- S693-03** 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.
- S693-04** 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.

Course Competencies Above Align with State School Social Work Licensing Standards:

1. Methods of instruction of the exceptional child in cross-categorical special education, which includes the following standards:
 - 1-1 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;
 - 1-2 Understands how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners; and
 - 1-3 Understands instructional planning and designs instruction based on knowledge of the discipline, students, community and curriculum goal.
2. Methods of reading and reading in the content area, which addresses the following standards:
 - 2-1 Understands how students acquire reading competency;
 - 2-2 Understands reading deficits and reading levels, and how they contribute to a student's ability to succeed in kindergarten through grade 12;
 - 2-3 Understands the correlation of behavior and classroom culture (discipline, management, control, influence on engagement) on reading development and reading acquisition; and
 - 2-4 Uses the skills and strategies specific to their school support personnel specialty to support or enhance reading skill development, as applicable.
3. Instructional strategies for English language learners, which align to the following standards:
 - 3-1 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;



- 3-2 Understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;
- 3-3 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;
- 3-4 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");
- 3-5 Understands the impact of linguistic and cultural diversity on learning and communication;
- 3-6 Understands his or her personal perspectives and biases and their effects on one's teaching;
- 3-7 Understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs;
- 3-8 Analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;
- 3-9 Stimulates prior knowledge and links new ideas to already familiar ideas and experiences;
- 3-10 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;
- 3-11 Facilitates a learning community in which individual differences are respected; and
- 3-12 Uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students

Required Texts

Franklin, C., Harris, M. B., & Allen-Meares, P. (Eds.) (2012). *The school services sourcebook* (2nd ed.). New York, NY: Oxford University Press.

Herrera, S.G. & Murry, K. G. (2016). *Mastering ESL/EFL methods: Differentiated instruction for Culturally and linguistically diverse students* (3rd ed.). Boston, MA: Pearson.

Heward, W. (2017). (Ed), *Exceptional children: An introduction to special education*. Boston, MA: Pearson.

*other readings as assigned

Recommended Texts

Gunning, T. (2016). *Creating literacy instruction for all students*. Boston, MA: Pearson.

Herrell, A. L. & Jordan, M. (2016). *50 strategies for teaching English language learners*. Boston, MA: Pearson.

Tompkins, G. (2017). *Literacy for the 21st century: A balanced approach*. Boston, MA: Pearson.

Woolfolk, A. (2016). *Educational psychology*. Boston, MA: Pearson.



Course Content

This course examines methods of instruction of 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.

Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.

Signature Assignment: Agency Assessment

Each student will complete a formal paper based on his or her learning and research. The purpose of this paper is for students to utilize their learning experience, research, and critical thinking to demonstrate their understanding of the concepts and theories presented in the course.

This paper must follow APA style. No abstract or conclusion is required, however the paper must include a title page, running header with pagination, be double spaced using Times New Roman 12 pt. font, use in-text citations where necessary, and include a separate reference page. This assignment should target 5 pages not including title or reference page. Students will answer the following questions using headings as indicated with appropriate references throughout:

Student Information (suggested length 1 page)

- What are the diversity considerations and influencing factors in this case?
- What are the policies that guide the services in this case?
- Who are the other individuals/agencies involved in this case?

Theoretical Overviews and Initiatives (suggested length 2 pages)

- What are the theories primarily used in the formulation of services in this case?
- What are the predominant initiatives and approaches used in this case?

Interventions (suggested length 2 pages)

- What are the evidence based interventions that can be used in this case?
- What is the social worker's role in this case?
- What are the social work values that need to be given primary consideration in this case?



- How might the needs of this student present an ethical dilemma for those providing services in this case? Explain how you as the social worker will work to navigate this challenge.

Course Outline (Start with Modules each week)

Module 1

Dates: January 8-14

Overview

- A. Introduction to Course
- B. Licensing Requirements

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

3. Discussion Post and Responses

Module 2

Dates: January 15-21

Overview

- A. Framework for Special Education
 - a. IDEA
 - b. SpEd eligibility
 - c. IEP
 - d. FBA
 - e. PBS(PBIS)
 - f. RTI
- B. Role of the School Social Worker

Assignments

Readings

1. Work through Module 2 that includes introduction to topic, lecture, class session instructions, and links to important information
2. Heward, W. (Ed.) (2017). Purpose and promise of special education. In *Exceptional children: An introduction to special education* (pp. 1-35). Boston, MA: Pearson.
3. Heward, W. (Ed.) (2017). Planning and providing special education services. In *Exceptional children: An introduction to special education* (pp. 1-35). Boston, MA: Pearson.
4. Kelly, M. (2012). Implementing evidence-based practice within a response to intervention framework. In Franklin, C., Harris, M. B., & Allen-Meares, P. (Eds.), *The school services sourcebook* (2nd ed.) (pp. 3-12). New York, NY: Oxford University Press.



5. Filter, K., Alvarez, M., & Zammitt, K. (2012). Functional behavioral assessment in a three-tiered prevention model. In Franklin, C., Harris, M. B., & Allen-Meares, P. (Eds.), *The school services sourcebook* (2nd ed.) (pp. 25-36). New York, NY: Oxford University Press.
6. Raines, J., & Dibble, N. (2012). Ethical decision making in school mental health. In Franklin, C., Harris, M. B., & Allen-Meares, P. (Eds.), *The school services sourcebook* (2nd ed.) (pp. 37-52). New York, NY: Oxford University Press.
7. Thompson, A. (2012). Improving classroom conflict management through positive behavior supports. In Franklin, C., Harris, M. B., & Allen-Meares, P. (Eds.), *The school services sourcebook* (2nd ed.). New York, NY: Oxford University Press.
8. Eckert, S., Sipple, J., & Banach, L. (2012). Helping schools meet the mandates of federal policies: No child left behind and other cutting edge federal policies. 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. Reading Quiz
2. Discussion Post and Responses

Module 3

Dates: January 22-28

Overview

- A. Assessing Personal Bias in an Educational Setting When Working with Diverse Students

Assignments

Readings

1. Work through Module 3 that includes introduction to topic, lecture, class session instructions, and links to important information
2. The “Knowledge Base” of Self: Uncovering Hidden Biases and Unpacking Privilege. *Teaching As Leadership*. Online at [Teaching Leadership Document](#)
3. How Do I know If My Biases Affect My Teaching. *The National Association for Multicultural Education*. Online at [How do I know if my biases affect my teaching document](#)
4. Williams, R. (2015, June). TedX Georgia State University (Producer). *What Do You See?* Online at [Youtube](#)
5. Warikoo, n., Sinclair, S., Fei, J., & Jacoby-Senghor, D. (2016). Examining racial bias in education: A new approach. *Educational Researcher*, 45(9), 508-514.

To Complete

1. Self-Reflection Analysis
2. Discussion Post and Responses

Module 4

Dates: January 29 – February 4

Overview

- A. Culturally Diverse Student Populations



- a. Religion/Spirituality
- b. Low Socioeconomic
- c. Military
- d. Latino/Hispanic
- e. Undocumented
- f. African American
- g. First Nations
- h. Gay, Lesbian, Bisexual, and
- i. Transgender Youth

Assignments

Readings

1. Work through Module 4 that includes introduction to topic, lecture, class session instructions, and links to important information
2. Yates, J., & Cole, A. (2012). Working with families from religious fundamentalist backgrounds. In Franklin, C., Harris, M. B., & Allen-Meares, P. (Eds.), *The school services sourcebook* (2nd ed.). New York, NY: Oxford University Press.
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.
4. Weiss, E. & Coll, J. (2012). Children and youth impacted by military service: A school-based resilience building and behavioral health perspective. In Franklin, C., Harris, M. B., & Allen-Meares, P. (Eds.), *The school services sourcebook* (2nd ed.). New York, NY: Oxford University Press.
5. Robles, E., Dettlaff, A., & Fong, R. (2012). Effectively working with Latino immigrant families in the schools. In Franklin, C., Harris, M. B., & Allen-Meares, P. (Eds.), *The school services sourcebook* (2nd ed.). New York, NY: Oxford University Press.
6. Section XI: Resources for Multicultural Groups and Diverse Relationships in Schools. 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
2. Discussion Post and Responses

Module 5

Dates: February 5 - 11

Overview

- A. Strength-based Approaches and Interventions to working with Diverse Student Populations and Their Families
- B. School Social Worker's Role as Advocate



Assignments

Readings

1. Work through Module 5 that includes introduction to topic, lecture, class session instructions, and links to important information
2. Herrera, S.G. & Murry, K. G. (Eds.). (2016). Multidimensional foundations of methods for culturally and linguistically diverse students. In *Mastering ESL/EFL methods: Differentiated instruction for culturally and linguistically diverse students* (3rd ed.) (pp. 2-29). Boston, MA: Pearson.
3. Heward, W. (Ed.). (2017). Collaborating with Families. *Exceptional children: An introduction to special education* (pp. 72-106). Boston, MA: Pearson.
4. Woolfolk, A. (Ed.). (2016). Culture and diversity. *Educational psychology* (pp. 208-247). Boston, MA: Pearson.

To Complete

1. Reading Quiz
2. Discussion Post and Responses

Module 6

Dates: February 12 - 18

Overview

- A. Literacy Learning and Language Development for Diverse Student Populations
 - 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
2. Gunning, T. (2016). The nature of literacy. In *Creating literacy instruction for all students* (9th ed.) (pp. 1-23). Boston, MA: Pearson.
3. Gunning, T. (2016). Teaching all students. In *Creating literacy instruction for all students* (9th ed.) (pp. 25-51). Boston, MA: Pearson.
4. Herrell, A., & Jordan, M. (2016). Theoretical overview. In *50 strategies for teaching English language learners* (5th ed.) (pp. 1-22). Boston, MA: Pearson.
5. Tompkins, G. (2017). The reading and writing process. In *Literacy for the 21st century: A balanced approach* (pp. 36-68). Boston, MA: Pearson.
6. Tompkins, G. (2017). Becoming and effective literacy teacher. In *Literacy for the 21st century: A balanced approach* (pp. 4-34). Boston, MA: Pearson.



7. Tompkins, G. (2017). Language development, language diversity, and immigrant education. In *Literacy for the 21st century: A balanced approach* (pp. 170-206). Boston, MA: Pearson.

To Complete

1. Reading Quiz
2. Discussion Post and Response

Module 7

Dates: February 19-25

Overview

- A. Language Development and Culturally Diverse Students
- B. Cognitive Dimensions
- C. Linguistic Dimensions

Assignments

Readings

1. Work through Module 7 that includes introduction to topic, lecture, class session instructions, and links to important information
2. Herrera, S.G. & Murry, K. G. (Eds.). (2016). Cognitive and academic dimensions of methods for culturally and linguistically diverse students. In *Mastering ESL/EFL methods: Differentiated instruction for culturally and linguistically diverse students* (3rd ed.) (pp. 30-60). Boston, MA: Pearson.
3. Herrera, S.G. & Murry, K. G. (Eds.). (2016). Linguistic dimensions of methods for culturally and linguistically diverse students. In *Mastering ESL/EFL methods: Differentiated instruction for culturally and linguistically diverse students* (3rd ed.) (pp.61-101). Boston, MA: Pearson.

To Complete

1. Reading Quiz
2. Discussion Post and Response

Module 8

Dates: February 26 – March 4

Overview

- A. Intellectual Disabilities:
 - 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
2. Heward, W. (Ed). (2017). Intellectual disabilities. In *Exceptional children: An introduction to special education* (pp. 107-140). Boston, MA: Pearson.

To Complete

1. Reading Quiz
2. Discussion Post and Response

Module 9

Dates: March 5 - 11

Overview

- A. Learning Disabilities:
 - 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
2. Heward, W. (Ed). (2017). Learning disabilities. In *Exceptional children: An introduction to special education* (pp. 141-178). Boston, MA: Pearson.

To Complete

1. Reading Quiz
2. Discussion Post and Response

Module 10: SPRING BREAK

Dates: March 12 - 18

Module 11

Dates: March 19 - 25

Overview

- A. Emotional or Behavior Disorders:
 - 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
2. Heward, W. (Ed.). (2017). Emotional or behavior disorders. In *Exceptional children: An introduction to special education* (pp. 179-217). Boston, MA: Pearson. 2017
3. Franklin, C., Harris, M. B., & Allen-Meares, P. (Eds.). (2013). Effective interventions for students with mental health diagnoses. In *The school services sourcebook* (2nd ed.). New York, NY: Oxford University Press.

To Complete

1. Reading Quiz
2. Discussion Post and Response

Module 12

Dates: March 26 – April 1

Overview

- A. Autism Spectrum:
 - 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
2. Heward, W. (Ed.). (2017). Autism spectrum disorder. In *Exceptional children: An introduction to special education* (pp. 218-254). Boston, MA: Pearson.
3. Teasley, M. (2012). Effective interventions for students with ADHD. In Franklin, C., Harris, M. B., & Allen-Meares, P. (Eds.). *The school services sourcebook* (2nd ed.). New York, NY: Oxford University Press.
4. Ballan, M., Powledge, L., & Hoban, K. (2012). Effective interventions for students with autism and asperger's syndrome. In
5. Franklin, C., Harris, M. B., & Allen-Meares, P. (Eds.). *The school services sourcebook* (2nd ed.). New York, NY: Oxford University Press.
6. Nguyen, N., Leytham, P., Whitby, P., & Gelfer, J. (2015). Reading comprehension and autism in the primary general education classroom. *The Reading Teacher*, 69(1), 71-76.



To Complete

1. Reading Quiz
2. Discussion Post and Response

Module 13

Dates: April 2 - 8

Overview

- A. Communication Disorders:
 - 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
2. Heward, W. (Ed.) (2017). Communication disorders. In *Exceptional children: An introduction to special education* (pp. 255-289). Boston, MA: Pearson.

To Do

1. Reading Quiz
2. Discussion Post and Response

Module 14

Dates: April 9 - 15

Overview

- A. Visual and Auditory Impairments:
 - 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. Mixed (Multiple) Disabilities including ADHD, Health, Physical, and Traumatic Brain Injury
 - 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
2. Heward, W. (Ed.). (2017). Deafness and hearing loss. In *Exceptional children: An introduction to special education* (pp. 290-321). Boston, MA: Pearson.
3. Heward, W. (Ed.). (2017). Blindness and low vision. In *Exceptional children: An introduction to special education* (pp. 322-356). Boston, MA: Pearson.
4. Heward, W. (Ed.). (2017). Attention-deficit/hyperactive disorder, health impairments, and physical disabilities. In *Exceptional children: An introduction to special education* (pp. 357-395). Boston, MA: Pearson.
5. Heward, W. (Ed.). (2017). Low-incidence disabilities: Multiple disabilities, deaf-blindness, and traumatic brain injury. In *Exceptional children: An introduction to special education* (pp. 396-432). Boston, MA: Pearson.
6. Escamilla, A. (2012). Effective classroom interventions for students with physical disabilities. In Franklin, C., Harris, M. B., & Allen-Meares, P. (Eds.), *The school services sourcebook* (2nd ed.). New York, NY: Oxford University Press.
7. Evan, S., Owens, J., Reinicke, C., Brown, R., & Grove, A. (2012). What parents and teachers should know: effective treatments for youth with ADHD. 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. Reading Quiz
2. Discussion Post and Response

Module 15

Dates: April 16-22

Overview

- A. Gifted and Talented
- B. Definition and Characteristics
- C. Prevalence and Causes
- D. Identification and Assessment
- E. Educational Approaches
- F. Social work Interventions with Students and their Parents
- G. Adaptive Technology

Assignments

Readings

1. Work through Module 15 that includes introduction to topic, lecture, class session instructions, and links to important information
2. Heward, W. (Ed.). (2017). Gifted and talented. In *Exceptional children: An introduction to special education* (pp. 433-462). Boston, MA: Pearson.



To Complete

1. Reading Quiz
2. Discussion Post and Response

Module 16

Dates: April 23 - 29

Overview

- A. Using a Strengths Based, Integrative, Interprofessional Collaborative Approach with Multiple Stakeholders
- B. Intervention Planning
- C. Instruction
- D. Working with Families
- E. Working with Health Professionals
- F. Inter-professional Collaboration

Assignments

Readings

1. Work through Module 16 that includes introduction to topic, lecture, class session instructions, and links to important information
2. Herrera, S.G. & Murry, K. G. (2016). Planning and grounding instructional methodology. In *Mastering ESL/EFL methods: Differentiated instruction for culturally and linguistically diverse students* (3rd ed.) (pp. 180-218). Boston, MA: Pearson.
3. Herrera, S.G. & Murry, K. G. (2016). The integrated content-based method of instruction. In *Mastering ESL/EFL methods: Differentiated instruction for culturally and linguistically diverse students* (3rd ed.) (pp. 219-259). Boston, MA: Pearson.
4. Herrera, S.G. & Murry, K. G. (2016). The sheltered method of instruction. In *Mastering ESL/EFL methods: Differentiated instruction for culturally and linguistically diverse students* (3rd ed.) (pp. 260-313). Boston, MA: Pearson.
5. Herrera, S.G. & Murry, K. G. (2016). The CALLA method of instruction. In *Mastering ESL/EFL methods: Differentiated instruction for culturally and linguistically diverse students* (3rd ed.) (pp. 314-351). Boston, MA: Pearson.
6. Woolfolk, A. (2016). Teaching every student. In *Educational psychology* (pp. 528-567). Boston, MA: Pearson.

To Complete

1. Reading Quiz
2. Discussion Post and Response
3. The Complete Picture: A Student Case Study

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. Plagiarism 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.
 - A. DUE: Weekly Posts due on Thursday by 11:59pm, Responses by Sunday 11:59pm
 - B. Final Grade % = 30% (16 points each)
2. Reading Quizzes: Students are expected to complete assigned multiple choice quizzes using Canvas. Quizzes are to be complete within the time frame allotted by the indicated due date. Quizzes are due by Sunday on the week indicated by 11:59pm.
 - A. DUE: Assigned week by Sunday 11:59pm
 - B. Final Grade % = 15% (Quiz points will vary)
3. 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.
 - A. DUE: Week 3 by Sunday 11:59pm
 - B. Final Grade % = 15%
4. 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.
 - A. DUE: Week 4 Sunday 11:59pm
 - B. Final Grade % = 20%
5. 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.
 - A. DUE: Week 16 Sunday 11:59pm
 - B. Final Grade % = 20%

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.

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most BSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality



C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality
D+	67%	Unsatisfactory Quality
D	63%	Unsatisfactory Quality
D-	60%	Unsatisfactory Quality
F	<60%	Unsatisfactory Quality

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.