I. COURSE DOMAIN AND BOUNDARIES

Social Work, Education, and the Exceptional Child is a survey course designed to provide the student with a working knowledge of the learning, psychological, cognitive and social characteristics of exceptional youth and children from the gifted to those with disabilities. Influences of legislation, criteria used to identify children, and awareness of services will be explored. Current social practices within the educational environment, interventions, strategies, and modifications for use within the general education classroom will be emphasized.

Emphasis will be placed on the social worker’s role in assessing children, working with children and their families to help maximize the child’s social and educational potential, and providing support services to individual children in the school setting. The accent will be on the application of theoretical, practice and policy issues with diverse populations, considering such factors as race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental disability or illness, age, national origin, family structure and rural or urban environmental status.

Students will acquire skills in interviewing and gathering social/developmental information necessary for the diagnosis of educational disabilities in children. Students will learn the skill of collaboration with educators and other professionals in the delivery of evidence-based interventions. Students will learn how to be effective advocates for children with special needs.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Demonstrate ethical and professional behavior</th>
<th>C1</th>
<th>Reinforced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage diversity and difference in practice</td>
<td>C2</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice</td>
<td>C3</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice</td>
<td>C4</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Engage in policy practice</td>
<td>C5</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C6</td>
<td>Emphasized</td>
</tr>
</tbody>
</table>
Assess individuals, families, groups, organizations, and communities  C7  Emphasized
Intervene with individuals, families, groups, organizations, and communities  C8  Emphasized
Evaluate individuals, families, groups, organizations, and communities  C9  Emphasized

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

Student Handbook 2017-2018

Accommodations: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students’ English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.
IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See shs.wustl.edu/MentalHealth

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

V READINGS

Assigned readings are available on Blackboard or online. There is no text book for this course. There are few required readings for this course, however, due to the breadth of this course, readings by topic will be provided for students to expand their knowledge and depth of understanding. Unless otherwise noted, these readings can be found in the Google Shared Folder: https://goo.gl/QXvkTa
VI. ORGANIZATION OF COURSE

The course is designed to provide a foundation for students interested in school social work practice related to exceptional students and special education laws. Class materials will be presented using a variety of formats including, but not limited to: lecture, guest presenters, small and large group discussions, videos, and student presentations. Active participation in the course is necessary to facilitate learning.

VII. ROLE OF FACULTY AND STUDENT

Role of Student:
- Students are expected to attend all class sessions and come prepared to participate in discussion and class activities. Assignments are to be completed on time.
- Students are expected to complete assigned readings prior to class session for which is listed. Students are expected to integrate readings into their assignments as well as class discussion whenever possible.
- Absences should be cleared by notifying the instructor prior to or immediately following the absence.
- If you have a learning disability, sensory, or physical disability or other impairment, or if English is your second language and you may need special assistance in lecture, reading assignments, and/or testing, please contact the instructor.

Disability Rights Statement
Washington University is committed to providing accommodations and/or services to students with documented disabilities. Students who are seeking support for a disability or a suspected disability should contact the Disability Resource Center (DRC) at 5-4062 on the lower level of the Women’s Building (drc@dosa.wustl.edu). The DRC is responsible for approving and arranging all accommodations for University students.

Role of the Instructor:
- Instructor will provide lectures, readings, and assignment information, organize classes, and is available for consultation and feedback.
- Assignments will be returned with comments the week following submission.
- The instructor welcomes feedback regarding topics of interests, questions, or suggestions throughout the course.

NOTE: The instructor expects that students will attend every class. If a class is missed, students may ask for notes or handouts, but these materials do not come close to capturing what is covered through activities and discussion.

Professional Use of Technology During Class: While note-taking on computers can be an appropriate learning tool, it can also detract from attention to class discussions and the quality of participation. The instructor retains the right to ask students to not use computers during portions of the class. At all times, students are encouraged to consider the impact of their in-class use of computers on the learning environment for themselves, their classmates and the instructor. Texting, checking e-mail or using the computer or internet for personal or non-class related purposes during class time is never appropriate and will be immediately addressed by the instructor. For additional information, please refer to the Brown School policy for electronic devices in the classroom in the student handbook section of Inside Brown.
English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

VIII. ASSIGNMENTS AND GRADING CRITERIA

Course grades will be based on the following assignments. Detailed assignment sheets for each assignment will be provided.

**Grading**

- **Disability/Resource Presentation** 30 points – Due Feb 14th
- **Case Plan** 30 points – Due April 4th
- **Intervention Brief (Gallery Walk)** 30 points – Due April 11th
- **Attendance and Participation** 10 points

**Points Possible** 100 points

**Disability/Resource Presentation (30 Points)**

- Sign up for a disability focus in class on January 17th
  - [Link](https://goo.gl/SdFaoj)
  - Editing will be turned on after class on January 17th
- Detailed Assignment Sheet provided on January 17th
- Due February 14th in class and on Blackboard
- Approximately 8-10 minute presentation in class and posted to Blackboard for peers to access
- Overview of disability
  - Characteristics
  - Eligibility criteria
  - Educational needs

**Resources and Recommendations**

- For parents to learn more about supporting their child
- For teachers to utilize in the classroom (individual, group, or class wide)
- For students (books, movies, games, apps, strategies)
- Best practice guide for social workers

**Case Plan (30 Points)**

- 3 Components, assigned on January 24th, February 7th, and March 7th
- Due April 4th (by 11:59 pm) on Blackboard
- **Part 1: Social History**
  - Detailed Assignment Sheet provided on January 24th
  - Write a social history including all required components on current, past, or fictional student (age 3-18).
The student must have social, emotional, or behavioral needs that would be addressed by a social worker through the child’s IEP. The student does not need to have a specific educational diagnosis.

This will be the student that you will reference for the IEP goals and BIP portions of the assignment.

- **Part 2: Behavior Intervention Plan (BIP)**
  - Detailed Assignment Sheet provided on February 7th
  - Identify function of behavior
  - Create plan for changing problem behavior using provided template or template from practicum site, with approval from instructor

- **Part 3: IEP Goals, Action Steps, and Progress Monitoring**
  - Detailed Assignment Sheet provided on March 7th
  - Write 2 IEP goals related to social, emotional, or behavioral needs
  - For each goal, include the social worker’s action steps and plan for monitoring progress.

**Intervention Brief and Gallery Walk (30 points)**

- Choose Intervention Strategy or Curriculum on February 21st
  - [https://goo.gl/xMJ6oV](https://goo.gl/xMJ6oV)
  - Editing will be turned on after class on February 21st
- Detailed Assignment Sheet provided on February 21st
- Due April 18th in class
- Create a visual display using any media type to share an intervention strategy or curriculum with your classmates during the gallery walk
- Include in display:
  - Intervention title and purchasing information (if applicable)
  - Cost for materials (if applicable)
  - Training required (if any)
  - Identify the developmental level the intervention is appropriate for
  - Identify the concern or skill deficit that the intervention addresses
  - Examples if appropriate
  - Support with a brief statement and links or citations regarding the evidence base for the intervention (or include in handout)
- Create a 1-page* handout on a social work intervention that a social worker can implement with a child with a disability
  *Handout may be longer if you feel it is needed, but it must be user friendly
- Include in handout
  - Intervention title and description
  - Identify the developmental level the intervention is appropriate for
  - Identify the concern or skill deficit that the intervention addresses
  - Recommendations to social worker planning to utilize intervention

**Attendance and Participation (10 points)**

- Regular attendance and participation are expected
- Active participation in discussion is expected
- Engagement with guest speakers is expected
Appropriate use of technology to enhance discussion and learning is acceptable
Use of technology for non-class activities that distracts from learning is not acceptable

IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>COMPETENCY/IES</th>
<th>DIMENSION/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability/Resource Presentation – present to class and provide handout regarding a specific disability and resources for families, educators, and students</td>
<td>C2, C4, C8</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Case Plan Part 1: Social History – write a social history on a student with social, emotional, or behavioral needs.</td>
<td>C1, C2, C6, C7, C9</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Case Plan Part 2: BIP – behavior intervention plan created for a student with a disability</td>
<td>C2, C4, C6, C7, C8, C9</td>
<td>Knowledge, Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Case Plan Part : Goals, Action Steps, and Progress Monitoring Plan – develop 2 social/emotional/behavioral IEP goals and identify the social worker’s action steps and plan for monitoring progress for each goal</td>
<td>C2, C7, C8, C9</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>Intervention Brief and Gallery Walk – Handout with overview of intervention tool or curriculum; Visual presentation of an intervention tool or curriculum to address the social/emotional/behavioral needs of students with disabilities</td>
<td>C4, C6, C8</td>
<td>Knowledge, Skills, Values</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE ACTIVITIES</th>
<th>COMPETENCY/IES</th>
<th>DIMENSION/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social History Activity – practice completing a social history</td>
<td>C2, C4, C6, C7</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Response to Intervention Activity – discuss and process differences between RtI and discrepancy model</td>
<td>C1, C3, C4, C5</td>
<td>Knowledge, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Disproportionality and Risk Ratios Activity – discuss the issue of disproportionality with regard to special education and suspension</td>
<td>C1, C2, C3, C5</td>
<td>Knowledge, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Accommodations and Classroom Supports Activity – Identify possible accommodations and classroom supports for students with ADHD and/or an emotional disturbance</td>
<td>C1, C2, C6</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
</tbody>
</table>
X. COURSE OUTLINE

Prerequisite Learning

- Students in this course have varying levels of experience in and understanding of school systems, special education, and educational disabilities. In order to best facilitate learning in this course, it is recommended that students are familiar with the following terms and policies. Resources are provided below and in the Google Shared Folder for additional learning as needed.

  - IDEA: Individuals with Disabilities Education Act
    [https://sites.ed.gov/idea/about-idea/](https://sites.ed.gov/idea/about-idea/)

  - Special Education Evaluation
    [http://www.parentcenterhub.org/steps/](http://www.parentcenterhub.org/steps/)
    [https://dese.mo.gov/special-education/compliance/evaluation-flowcharts](https://dese.mo.gov/special-education/compliance/evaluation-flowcharts)
    [https://ldaamerica.org/eligibility-determining-whether-a-child-is-eligible-for-special-education-services/](https://ldaamerica.org/eligibility-determining-whether-a-child-is-eligible-for-special-education-services/)

  - Educational Diagnoses

  - Individualized Education Program

  - Positive Behavioral Interventions and Supports
    [https://www.pbis.org/](https://www.pbis.org/)
    [http://www.ci3t.org/about](http://www.ci3t.org/about)
- **Response to Intervention**
  The IRIS Center
  *RTI (part 1): An overview:*
  https://iris.peabody.vanderbilt.edu/module/rti01-overview/
  *RTI (part 2): Assessment:*
  https://iris.peabody.vanderbilt.edu/module/rti02-assessment/
  *RTI (part 3): Reading instruction:*
  https://iris.peabody.vanderbilt.edu/module/rti03-reading/
  *RTI (part 4): Putting it all together:*
  https://iris.peabody.vanderbilt.edu/module/rti04-alltogether/
  *RTI (part 5): A closer look at tier 3:*
  https://iris.peabody.vanderbilt.edu/module/rti05-tier3/
  - Google Shared Folder: https://goo.gl/QXvkTa

**January 17th**
- Role of the Social Worker in Special Education
- Self-Care
- **Assignment**
  - Disability Presentation assigned (due February 14th)

**January 24th**
- Working with Parents, Teachers, Administration, and the School Resource Officer
- Presentation from Michelle Levi Perez, Administrator, Parent Education and Diversity Awareness for Special School District of St. Louis County Family and Community Resource Center
  - Feedback Form: goo.gl/forms/uiwicLPPypVM6S2
- **Assignment**
  - Case Plan Part 1: Social History Assigned (due April 4th)
- **Readings**
  - MPACT Helpful Links for Parents: https://drive.google.com/file/d/0B9PAaCvfcXJbDlzQV10dT1UQWc
  - https://ssdfcs.ssdmo.org/groups/ssdparenteducationdiversityawareness/

**January 31st**
- Early Childhood and Play Therapy
- Presentation from Heather Block, LCSW, RPT, Social Worker John Cary Early Childhood Center, Mehlville School District
  - Feedback Form: goo.gl/forms/uiwicLPPypVM6S2
- **Readings**
  - Association for Play Therapy: Play Therapy Makes a Difference http://www.a4pt.org/?page=ptmakesadifference
February 7th – online learning
- Functional Assessments & Behavior Intervention Plans
  - Assignment
    o Case Plan Part 2: Behavior Intervention Plan assigned (due April 4th)

February 14th
- Understanding Disability Categories in Special Education
- Disability and Resource Presentations
  - Assignment
    o Disability Presentation due on Blackboard by 5:30

February 21st
- Understanding Disability Categories in Special Education
- Disability and Resource Presentations
  - Assignment
    o Intervention Brief and Gallery Walk assigned (due April 18th)

February 28th
- Autism
- Presentation from Jennifer Haughey, Community Education Specialist, Autism Services, with Easter Seals Midwest
  o Feedback Form: goo.gl/forms/uiwicLPPypVPMC6S2

March 7th
- Writing IEP Goals
- Data Collection
- Progress Monitoring
  - Assignment
    o Case Plan Part 3: IEP Goals, Action Steps, and Progress Monitoring assigned (due April 4th)
- Readings

March 14th - Spring Break!

March 21st
- English Language Learners and Newcomers
- Presentation from Maria Childress, MSW, LCSW, ESOL Student Support Coordinator, ESOL Bilingual Migrant Program, St. Louis Public Schools
  o Feedback Form: goo.gl/forms/uiwicLPPypVPMC6S2
- Readings
March 28th
- “Social Maladjustment”
- Oppositional Defiant Disorder
- Conduct Disorder
- Behavior Intervention Plans

April 4th
- Mental Health
  - Anxiety
  - Depression
  - Bipolar Disorder & Disruptive Mood Dysregulation Disorder
- Attention Deficit/Hyperactivity Disorder (ADHD)
- Assignment
  - Case Plan (social history, IEP goals, and BIP) due
- Readings

April 11th
- Mental Health
  - Anxiety
  - Depression
  - Bipolar Disorder & Disruptive Mood Dysregulation Disorder
- Attention Deficit/Hyperactivity Disorder (ADHD)

April 18th
- Interventions and Strategies
- Gallery Walk
- Assignment
  - Intervention Brief and Gallery Walk due

April 25th
- Interventions and Strategies
- Gifted Learners
- Presentation from Dr. Pamela Washington, Gifted Educator, Webster Groves School District
  - Feedback Form: goo.gl/forms/utwicLPPypVPMC6S2
- Readings

May 2nd
- Section 504 of the Rehabilitation Act of 1973
- Students with Lower IQs