

School Social Work and Child Welfare and Attendance

Semester: Fall _____

Student Name: _____

School Placement: _____

Note: Please use the right-hand column during weekly supervision to track progress toward/completion of assignments

PPS Requirements	Progress/Date Completed
<p>1. One hundred clock hours of school-based practice with at least ten pupils of a racial/ethnic background different from that of the candidate.</p>	
<p>2. Completion of 450 clock hours of school social work field experience. Field placement hours shall be provided in at least two of four settings (preschool, elementary, middle, high school).</p> <p>Levels: (at least 2) Hours: 100 minimum/level for SSW, 200 minimum/level for COUN</p> <p><input type="checkbox"/> Pre School <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High</p>	
<p>3. Completion of 150 clock hours of field placement experience in child welfare and attendance. Ninety (90) clock hours must be school based;</p> <p>Levels: (check 2)</p> <p><input type="checkbox"/> Pre School <input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High</p> <p>30-60 hours of the total 150 clock hours must be in interdisciplinary experiences in a setting outside the field of education and will be arranged accordingly (minimum 15 hours each semester):</p> <p>a. Child Welfare (list proposed outside activities for fall semester)</p> <p>b. Juvenile Justice (list proposed outside activities for fall semester)</p> <p>c. Medical (DSWE in conjunction with CH personnel will arrange workshop in spring)</p> <p>d. Other (list proposed outside activities for fall semester)</p>	

Instructions: For each required program competency, assignment(s) to be completed in order to fulfill the competency. You may add an additional activity for each competency, but it is not required for the fall semester. This addendum is in addition to the required graduate learning agreement for each semester of this academic year.

PPS Competencies	Progress/Date Completed
<p>1. Candidate demonstrates socio-cultural competence in practice at all systems levels, including assessment, intervention planning, service delivery, communication, and mediation of cultural conflicts in an effort to develop a positive, supportive learning environment that is culturally congruent with the needs of pupils and families.</p> <p>a. Complete a minimum of two assessments with students ethnically different from myself and discuss observations and practice implications with Field Instructor.</p> <p>b. Discuss diversity and culturally competent practice with Field Instructor, including your ability to work with pupils who have different values and beliefs.</p> <p>c. In collaboration with Field Instructor conduct home visits with at least two ethnically different families. Include parents or guardians in assessment, intervention strategies, and discussion of parenting styles to maximize parent involvement.</p> <p>d. Discuss application of theoretical frameworks and/or practice interventions with diverse populations and implications with Field Instructor.</p> <p>e.</p>	
<p>2. Candidate demonstrates understanding of the importance of school organizational and educational policies and procedures as they relate to effective classroom management, positive adult-pupil relationships, pupil advocacy, effective approaches to discipline, and the development of personal and social responsibility and self-esteem.</p> <p>a. Attend a staff meeting or a school board meeting to learn about the organization, funding and broad community issues and discuss observations and implications with Field Instructor.</p> <p>b. Familiarize self with the district Board Policies and Administrative Regulations related to effective classroom management, positive adult-pupil relationships, pupil advocacy, effective approaches to discipline, and the development of personal and social responsibility and self-esteem and discuss implications with Field Instructor.</p> <p>c. Meet and discuss system-wide disciplinary challenges and effective approaches to discipline with the vice principal or assistant principal and discuss observations and implications with Field Instructor.</p> <p>d. Participate in planning and implementation of interventions such as RTI, PBIS and MTSS. Discuss the social work role in delivery of Tier 1, 2 and 3 interventions.</p> <p>e.</p>	

PPS Competencies	Progress/Date Completed
<p>3. Candidate demonstrates skill in the interpretation and application of laws and pupil/parent rights which influence education and attendance, including attendance, child labor, child custody, and child abuse reporting.</p> <p>a. Attend SARB meetings at the school site, district or county level and discuss observations and implications with Field Instructor.</p> <p>b. Familiarize self with the district's Parent and Student Handbook.</p> <p>c. Learn school attendance protocols and discuss findings, observations and implications with Field Instructor.</p> <p>d. Learn how the school deals with child custody laws and determined how this information is documented at the school. Discuss findings, observations and implications with Field Instructor.</p> <p>e. Familiarize self with the district's Board Policy and Administrative Regulations related to attendance, child labor, and child abuse reporting and discuss observations and implications with Field Instructor.</p> <p>f. Learn school's child abuse/neglect reporting protocols and discuss findings, observations and implications with Field Instructor.</p> <p>g.</p>	
<p>4. Candidate demonstrates skill in developing collaborative working relationships with school staff and other professionals within the school such as counselors, psychologists, and nurses.</p> <p>a. Participate in multidisciplinary planning meetings such as SSTs or IEPs.</p> <p>b. Meet and begin to form professional relationship with school personnel identified by field instructor at each site including principals, teachers, counselors, psychologists, nurses, and support staff.</p> <p>c. Familiarize self with role and job description of school staff and other professionals within the school including principals, teachers, counselors, psychologists, and nurses and discuss findings, observations and implications with Field Instructor.</p> <p>d. In collaboration with your Field Instructor prepare an introduction letter for each school site.</p> <p>e. Attend at least 1 all staff meeting in the fall and introduce self and role.</p> <p>f. Interact with staff in non-classroom setting (faculty lounge, lunch room, yard duty, etc) and discuss findings, observations and implications with Field Instructor.</p> <p>g.</p>	

PPS Competencies	Progress/Date Completed
<p>5. Candidate demonstrates ability to use communication and facilitation skills, collaborative and team building skills, and consultation skills in cases, classrooms, schools, districts and community systems of care such as health, mental health, child welfare and juvenile justice to maximize positive outcomes for pupils, schools, families and communities.</p> <p>a. Consult with classroom teachers regularly.</p> <p>b. Collaborate/consult with school staff regarding the development and implementation of Tier 1 interventions.</p> <p>c. Participate in a conference with juvenile probation or the school resource officer and a student and discuss observations and implications with Field Instructor.</p> <p>d. Participate in a site-based problem solving team meeting – eg. cost, SST, Student Success conference, and discuss observations and implications with Field Instructor.</p> <p>e.</p>	
<p>6. Candidate demonstrates skills in conducting appropriate biopsychosocial assessments of pupils and families, including identification of school and community factors that inhibit learning progress and use this information to develop programs and activities to promote pupil success.</p> <p>a. Complete at least three multidimensional assessments and discuss observations and implications with Field Instructor.</p> <p>b. Explore by car, bus and/or walking, the neighborhoods served by of at least two clients ensuring that you select clients from each school and discuss observations and implications with Field Instructor.</p> <p>c. Review educational records, eg. electronic, cumulative folders, of assigned clients and discuss implementation, observations and implications with Field Instructor.</p> <p>d. Observe clients on school yard, at lunch, before/after school etc.; observe social, nutritional, and behavioral norms and variations and discuss observations and implications with Field Instructor.</p> <p>e.</p>	

PPS Competencies	Progress/Date Completed
<p>7. Candidate demonstrates skill in implementing effective prevention and intervention strategies, developing programs, and utilizing community resources.</p> <p>a. Provide brief and ongoing supportive counseling, play therapy, crisis intervention, and other relevant services using methods to address identified needs. Discuss implementation with Field Instructor.</p> <p>b. Research and implement evidence based Tier 2 and Tier 3 intervention that promotes pupil success with at least two clients and discuss implementation with Field Instructor.</p> <p>c. Monitor each student service plan, following up as needed and discuss observations and implications with Field Instructor.</p> <p>d. Familiarize self with relevant community resources and link students and families to services.</p> <p>e.</p>	
<p>8. Candidate demonstrates skill in interpreting pupil's development, educational status and potential to families with the specific purpose of enhancing families' understanding and utilization of available school and community resources.</p> <p>a. Collaborate with parents/caregivers for assessment to discuss student progress and strategies for support.</p> <p>b. Familiarize self with developmental stages and effective intervention strategies and discuss findings and implications with Field Instructor.</p> <p>c. Provide at least two school and community resources to at least two families from each assigned school site with the specific purpose of enhancing families' understanding and utilization of available school and community resources.</p> <p>d. Facilitate or co-facilitate at least one training session for parents with the specific purpose of enhancing families' understanding and utilization of available school and community resources and discuss training session observations and implications with Field Instructor.</p> <p>e. Familiarize self with services for students and families including but not limited to ESL, 504, parenting classes, adult education, dental, vision, health screening offered in the school/district, and referral resources in the community.</p> <p>f.</p>	

PPS Competencies	Progress/Date Completed
<p>9. Candidate demonstrates ability to participate in planning, prevention and intervention to promote pupil well-being and safety and reduce the incidence of school site violence.</p> <p>a. Provide classroom presentations on relevant topics such as bullying prevention, conflict mediation, Character Counts, etc. and discuss observations and implications with Field Instructor.</p> <p>b. Discuss strategies for personnel safety both on the school site and during home visits and discuss with Field Instructor.</p> <p>c. Become familiar with any security staff, protocol on site and discuss observations and implications with Field Instructor.</p> <p>d. Discuss with field instructor at least one site threat assessment involving law enforcement and discuss observations and implications with Field Instructor.</p> <p>e. Discuss suicide prevention policies and protocols with field instructor and implement them as needed.</p> <p>f.</p>	
<p>10. Candidate demonstrates skill in assessment and intervention with attendance problems and the appropriate use of alternatives to regular school attendance.</p> <p>a. Develop an intervention plan to reduce truancy with two identified students and discuss with Field Instructor.</p> <p>b. Familiarize self with the Education Codes Sections 48200-48208, 48210-48216, 48220, 48300, 48664 and 51745 regarding attendance and appropriate use of alternatives to regular school attendance and discuss implications with Field Instructor.</p> <p>c. Learn where to access and how to read student attendance records and discuss findings, observations and implications with Field Instructor.</p> <p>d. Participate in a site-based or home-based attendance conference in which state laws related to compulsory attendance are reviewed with the family.</p> <p>e. Interview discipline manager re: an expulsion hearing and discuss findings, observations and implications with Field Instructor.</p> <p>f.</p>	

PPS Competencies	Progress/Date Completed
<p>11. Candidate demonstrates knowledge of learning theories and factors influencing learning and utilizes effective strategies and techniques to assist students in developing responsibility for their own learning.</p> <p>a. Implement behavior management plans for students referred for disruptive behavior and discuss findings, observations and implications with Field Instructor.</p> <p>b. Discuss the influence of positive and negative reinforcement on behavior with at least two parents.</p> <p>c. Collaborate with at least two teachers to develop effective classroom management strategies based on learning theory (e.g. use of rewards and punishment, contingency contract)</p> <p>d. Utilize solution-focused brief therapy with at least two students.</p> <p>e.</p>	

Signatures:

STUDENT SIGNATURE DATE

M.S.W./PPS FIELD INSTRUCTOR SIGNATURE DATE

PPS FACULTY LIAISON SIGNATURE DATE

PPS COORDINATOR SIGNATURE DATE