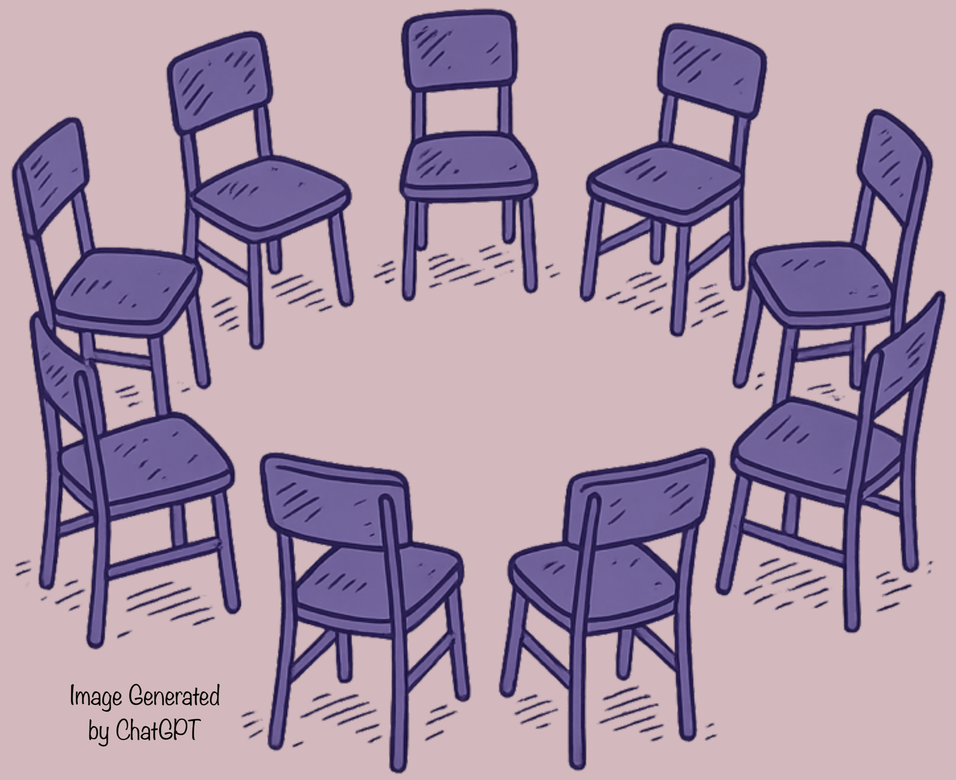


Group Work in

School Social Work

Fall 2026
SOWK 587
Week 13

Jacob Campbell, Ph.D. LICSW
at Heritage University

Plan for Week 13

Session Agenda

Experiences in group work

Demo of WhyTry group

Solution-focused group work

School intervention assessment and plan

Session Learning Objectives

- Identify examples of group work done in a school setting
- Reflect on facilitation skills
- Explore and reflect on the selection, development, and facilitation of group interventions in school settings
- Be able to engage in solution-focused group work

What Does Group Work Look Like **for You?**



- Groups of 4-6
- Designate a note-taker
- Share about group work at your placement with your group
- Summarize your discussion for the class

What Side Do You Fall On

- Had opportunities to participate in groups
- Had opportunities to facilitate groups
- Enjoy group work
- Feel skilled in facilitating groups
- Task versus therapeutic



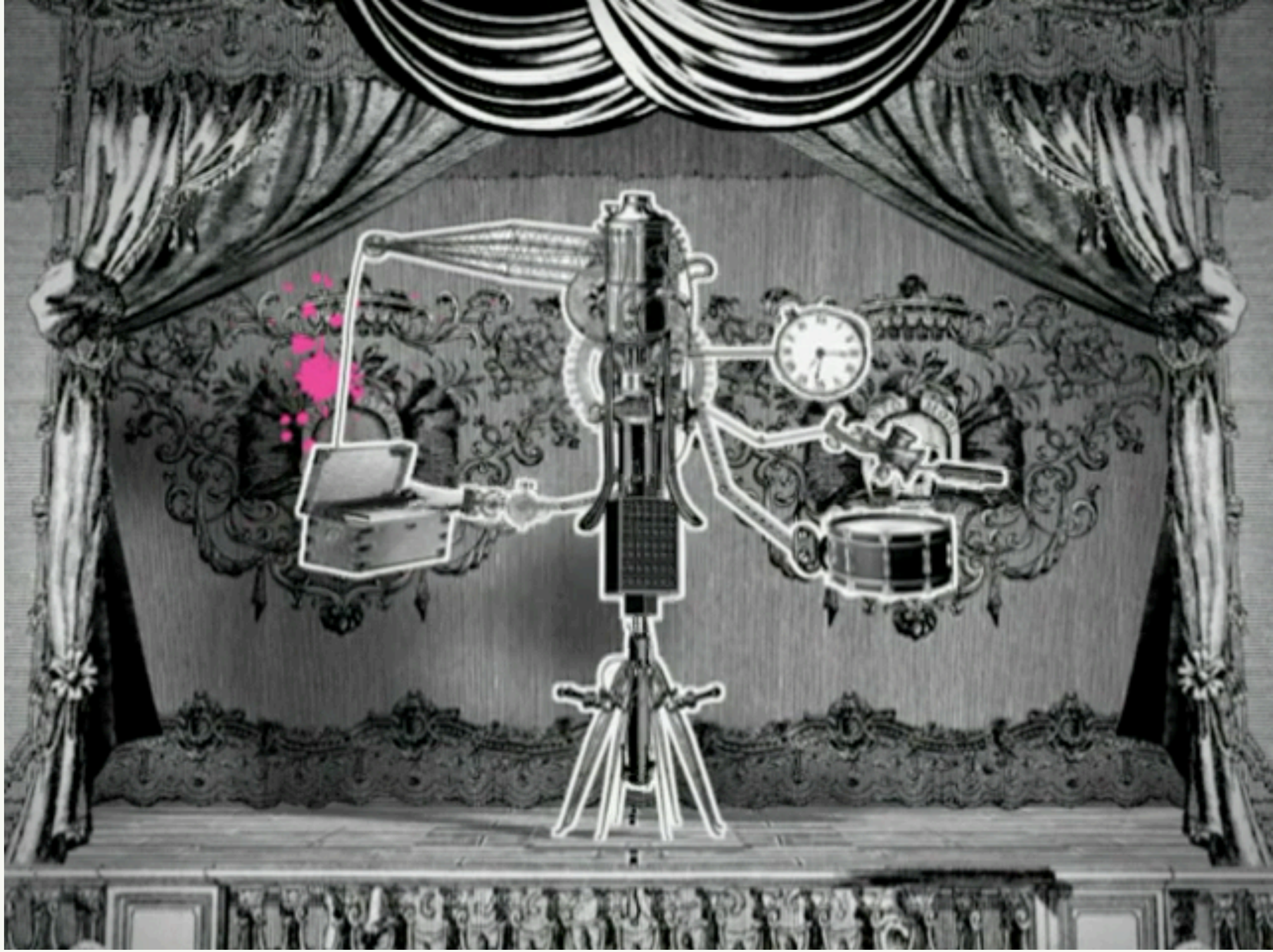
The WhyTry Program

Demo

Jumping Hurdles

Ali In The Jungle

The Hours



Full Value Contract

(Schoel et al., 1988)



5	I feel fantastic!
4	I feel well.
3	I am ok, but I feel a little off.
2	I am not well. I just need time.
1	Angry, leave me alone, check in with me later.



Point Scale

Jumping Your Hurdles



2 **What Have I Jumped Over?**

-
-

3 **What Can I Jump Over?**

-
-

4 **Why Should I Try To Jump My Hurdle?**

-
-
-

5 **Strengths:**

-
-

6 **1. Identify Problem:**

What problem do I really want to overcome?

2. Create Options

What are some options I can create?

3. Get Help

Who can help me get over my hurdle?

Who can I help?

4. Take Action

What specific behaviors (actions) do I need to stop or add to jump my hurdle?

Stopped Behaviors	Added Behaviors
•	•
•	•

5. Believe in Change:

On a scale from one to ten, circle where you are in believing change will happen.

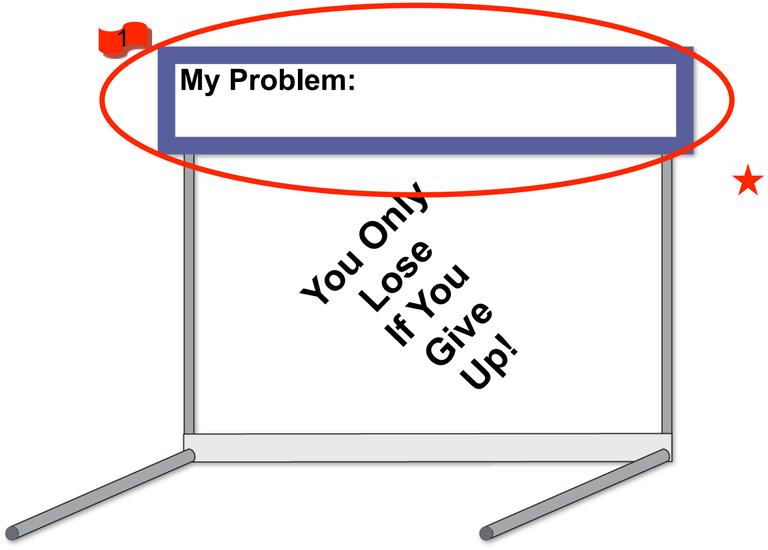
"I can't change" — "Maybe" — "I know I have the strength"

1. ★ 2. 3. 4. 5. ★ 6. 7. 8. 9. 10. ★

6. Jump Back Up:

If I trip how will jumping back up make me stronger?

1



★ **What Should My "Self Talk" Be Telling Me As I Try To Jump My Hurdle?**

Famous Failures

Barr Brothers

https://youtu.be/zLYECIjmnQs

Pyramid of Cups

In life, we encounter problems – or hurdles – on a daily basis. The key to success in solving these problems is to utilize the resources and support around us, and to consistently engage in positive self-talk. This activity helps reinforce this principle.

The only thing that can touch the cups is the rubber band, meaning the cups cannot be handled with your hands.

The strings cannot be tied around the cup, only attached to the rubber band.

One end of each string can be attached to the rubber band.

Each participant must hold the free end of one string.

When five cups are stacked, the group must finish the activity in silence.

If talking occurs, 30 seconds will be added for each incident.



Solution Focused Group

Expectations & Steps

Tasks for the Group "Conductor"

- Use Positive and Imaginative Language
- Focus Explanations on Action, Not Accuracy
- Challenge Problem Linkages
- Reframe Problems as Opportunities or Resources

Steps in Group Process

1. **Introduction**–Outline of problem
2. **Clarification**–Participants get things clear
3. **Acknowledgement**–Acceptance and pacing of the problem and positive feedback
4. **The miracle scenario**–Positive visions of the future
5. **Building on progress and sharing credit**
6. **Closure**–Next steps for the client

Now → Implement

A-05:

School Intervention Assessment and Plan

The School Intervention Assessment and Plan builds on students' work, identifying school-based challenges and applying systems-based assessment and planning strategies. This assignment allows students to synthesize content across the course and demonstrate their ability to design interventions responsive to student needs, school culture, and systemic barriers. Students will engage in self-reflection, ethical decision-making, and demonstrate cultural humility while developing plans grounded in scientifically based practices.

Student Profile and Needs: Describe the student, their presenting challenges, and relevant background. Connect school culture and systemic issues to the student's needs, using insights from your previous assignments.

Assessment Framing: Define the problem using a systems and person-in-environment perspective. Use assessment data to explore how school or community conditions, including systemic inequities, shape the issue.

Intervention Plan: Create a plan with strategies at the micro, mezzo, and macro levels. Include evidence-based practices and clearly show how each step addresses the student's needs.

Resource Identification and Brokering: Identify relevant resources and explain how you will help the student access them. Describe how you'll collaborate with others and ensure cultural relevance and equitable access.

Cultural Competency and Anti-Racism: Reflect on your own biases and how they influence your work. Include a plan component aimed at dismantling systemic racism or reducing barriers for underserved students.



School Intervention Assessment and Plan Rubric

Competency 3
Practice Behaviors

Description	Highly Developed
Self-Reflection on Internalized Racial Bias	Provides a clear, insightful reflection on personal identity, privilege, and positionality. Thoughtfully examines internalized bias and identifies intentional strategies for growth and change.
Dismantling Structurally Racist Practices and Policies	Applies scientifically based approaches to identify and address structural racism. Proposes specific, actionable steps grounded in ADEI principles and systems-level understanding.
Assessment and Problem Framing	Provides a well-articulated and comprehensive assessment of the student's needs. The problem is clearly defined and situated within school culture and broader systemic issues.
Intervention Plan and Implementation	Presents a clear, feasible, and multilayered intervention plan with specific actions at all three levels. Integrates scientifically supported practices with strong justification for selected strategies
Resource Integration and Collaboration	Demonstrates thoughtful integration of relevant school, community, and technological resources. Collaboration is clearly planned.
Organization, Clarity, and APA Formatting	The paper is clearly and logically organized with a consistently professional, action-oriented tone; APA citations and references are accurate and properly formatted throughout.
Following assignment requirements	Closely follows the assignment description and requirements.



https://ospi.k12.wa.us/certification/educational-staff-associate-esa-certificates

Educational Staff Associate (ESA) Certificate

with an Endorsement in Social Work

- Master's degree in social work (official transcripts)
- Complete an ESA course approved by the Professional Educator Standards Board (PESB).
- Submit fingerprints for a background check if a valid certificate is not already on record
- Pay the fee and apply at OSPI

