Teaching Students Responsible Behavior II: Social-Emotional Learning

A Distance Learning Graduate Course

Course Syllabus

If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far.

Daniel Goleman

In terms of character development, social and emotional learning enables and inspires character traits such as respect for self and others, personal and social responsibility, optimism, a strong work ethic, perseverance, compassion, cooperation, and honesty.

Jonathan C. Erwin

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Jonathan C. Erwin

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Rationale

Benefits of Social-Emotional Learning (SEL)

Schools that create socially and emotionally sound learning and working environments, and that help students and staff develop greater social and emotional competence, in turn help ensure positive short-and long-term academic and personal outcomes for students, and higher levels of teaching and work satisfaction for staff.

SEL improves students' positive behavior and reduces negative behavior. It *promotes* young people's academic success, health, and wellbeing at the same time that it *prevents* a variety of problems such as alcohol and drug use, violence, truancy, and bullying.

A large body of scientific research has determined that effective SEL in schools significantly improves students':

- Social-emotional skills

- Attitudes about self and others

- Social interactions

It also decreases their levels of emotional distress and discipline problems.

SEL is also associated with significant improvements in students' academic performance and attitudes toward school. A landmark review found that students who receive SEL instruction had more positive attitudes about school and improved an average of 11 percentile points on standardized achievement tests compared to students who did not receive such instruction.

SEL prepares young people for success in adulthood. SEL helps students become good communicators, cooperative members of a team, effective leaders, and caring, concerned members of their communities. It teaches them how to set and achieve goals and how to persist in the face of challenges. These are precisely the skills that today's employers consider important for the workforce of the future.

Benefits of SEL » SEL & Academics

It is likely that every educator has directly experienced the positive and negative influences of affect on student learning. After all, what teacher has not felt the frustration of working with a capable student who has neither the motivation nor the perseverance to perform to capacity? What teacher has not had seen a student's

ability to concentrate in class regularly undermined by emotionally upsetting situations occurring inside or outside of school? Conversely, what educator has not experienced the joy of watching an enthused and engaged student test out new ideas, try out yet another one when the first doesn't work, and positively beam when they get finally achieve the desired result?

Such affective influences on learning, long recognized by teachers, are now also being increasingly corroborated by a body of research. Accumulating research makes the compelling case that social and emotional factors are integral to academic learning and positive educational outcomes for students. SEL has been found to improve academic attitudes (motivation and commitment), behaviors (attendance, study habits, cooperative learning), and performance (grades, test scores and subject mastery) (Zins et al., 2004). A recently completed research synthesis (or more formally, meta-analysis) of 270 SEL programs found that SEL interventions significantly improved students' attachment and attitudes towards school while decreasing rates of violence/aggression, disciplinary referrals, and substance use (Weissberg et al, manuscript in progress).

The Cooperative for Academic, Social and Emotional Learning
http://www.casel.org

Video Instructor
Jonathan C. Erwin

In his 11 years as a middle and senior high school teacher, Jon Erwin taught English and a variety of electives to students in grades 7-12, coached track and cross country, and directed several plays and musicals. From 1996 to 2003, Jon was a staff development and curriculum specialist with the Board of Cooperative Educational Services (BOCES) serving a three-county region around Elmira, New York. He has been a faculty member of the William Glasser Institute since 1995, is an adjunct faculty member of Elmira College, and is a part-time professor at Lock Haven University. Jon is also the founder and director of The Choice Players, a group of students, ages 12-19, who learn Choice Theory and teach it to others at local and national conferences and workshops. Jon is the author of *The Classroom of Choice: Giving Students What They Need and Getting What You Want* (ASCD, 2004) and *Inspiring the Best in Students: Improving Academics and Character Through Social-Emotional Learning* (ASCD, 2010). Jon now works as an independent educational consultant based in western New York.

Course Title

"Teaching Students Responsible Behavior II: Social-Emotional Learning"

Course Description

"Teaching Students Responsible Behavior II: Social-Emotional Learning"
is a three semester hour graduate course designed for K-12 teachers. In this course,
participants will develop and demonstrate an understanding of social-emotional
learning and how it can impact both academic achievement and classroom behav-
ior. Participants will engage in activities through which they will learn, plan to
use, and implement strategies designed to teach students social-emotional and self-
management skills.

Course Goals

On completion of this course, participants will be able to demonstrate an under-
standing of social-emotional learning as integrated with a Choice Theory-based
approach to behavior management and will be able to develop and implement
classroom strategies to promote student character development and responsible
student behavior.

Course Outline

In the following outline, the term "Course of Study" refers to a study plan that in-
cludes required reading, video viewing, worksheets, application assignments and
progress reports.

Session #1: Choice Theory and Social-Emotional Learning: An Introduction

Objectives: To have participants understand the scope and sequence
of this course, to expose them to key concepts, to have them preview
course videos and lessons, and to have them set a course goal.

Assignments and Activities: Required reading assignments in course text and course of study book, viewing the video for this session, completing learning activities, and set of a learning goal for the course.

Session #2: Choice Theory and Social-Emotional Learning: Why Teach Social-Emotional Skills?

Objectives: To have participants demonstrate an understanding of why SEL cannot be left to chance and SEL skills must be taught to students; to have participants learn classroom activities that develop trusting relationships; create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #3: Choice Theory and Social-Emotional Learning: Research and SEL

Objectives: To have participants demonstrate an understanding of the benefits of SEL that are indicated by research; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course readings.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #4: Choice Theory and Social-Emotional Learning: SEL and Curriculum Connections

Objectives: To have participants demonstrate an understanding of how SEL skills can be taught integrated with curriculum; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #5: Choice Theory and Social-Emotional Learning: Perceptions and Reality

Objectives: To have participants demonstrate an understanding of how perceptions affect our decision making; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #6 : Choice Theory and Social-Emotional Learning: Emotions and Behavior

Objectives: To have participants demonstrate an understanding the behavioral car metaphor can support SEL; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #7: Choice Theory and Social-Emotional Learning: Choice Theory and Emotions

Objectives: To have participants demonstrate an understanding of how to choice theory relates to social-emotional learning; to have participants view a classroom activity in which students discuss emotions; to have participants create, implement, and evaluate a les-

son or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #8: Choice Theory and Social-Emotional Learning: Emotional Graffiti

Objectives: To have participants demonstrate an understanding of how to teach students to identify and define emotions; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #9: Choice Theory and Social-Emotional Learning: Managing Stress and Anger

Objectives: To have participants demonstrate an understanding of how to teach students to use a "Tune-Up" process to control stress and anger; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course readings.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #10: Choice Theory and Social-Emotional Learning: Perceptions and Stereotyping

Objectives: To have participants demonstrate an understanding of ways to recognize and understand emotions in others; to have participants view a class meeting on stereotyping to have participants create, implement, and evaluate a lesson or unit based either on the

techniques demonstrated in the video or strategies suggested in the course readings.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #11: Choice Theory and Social-Emotional Learning: Solving Behavior Problems

Objectives: To have participants view examples of applying course content to several real-life classroom problems; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course readings.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #12: Choice Theory and Social-Emotional Learning: Intense Situations

Objectives: To have participants demonstrate an understanding of how to respond effectively to a violent or potentially violent classroom problem; to have participants view an example of a teacher properly responding to an intense classroom situation; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course readings.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #13: Choice Theory and Social-Emotional Learning: Applying Strategies

Objectives: To have participants review the material presented in the course text and to select one technique and design a lesson or activity based on it; to have participants implement their lesson or activity and evaluate its effectiveness.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #14: Choice Theory and Social-Emotional Learning: Self-Select Study

Objectives: To have participants select a video from one of the previous lessons to view again and to develop another lesson based on its content; or, to select a topic of their choosing for further research.

Assignments and Activities: Required reading in course text, viewing of video, course of study supplementary readings and activities, and the creation and evaluation of a lesson or unit.

Session #15: Choice Theory and Social-Emotional Learning: Reflection, Synthesis, and Planning

Objectives: To have participants reflect on their course experience and on insights gained in the course; to have participants identify those course concepts that most apply to their teaching situation; to have participants develop a plan for the future use of the knowledge and skills gained in this course.

Assignments and Activities: Required reading in text and course of study, course of study supplementary activities, and the completion of the reflection, synthesis, and planning assignment.

Participant Characteristics

This course is designed for teachers and administrators in grades kindergarten through twelve. Participants will have a bachelor's degree and a valid teacher credential (if applicable). There are no other prerequisites.

Instructional Materials

Instructional materials for this course include:

a.) Text: Erwin, J. (2010) *Inspiring the Best in Students: Improving Academics and Character Through Social-Emotional Learning*. Alexandria, VA: ASCD. (ISBN 13: 978-1-4166-0979-7)

b.) Course Media (All videos produced in 2010):
- Video #1:   Choice Theory and Social-Emotional Learning: An Introduction
- Video #2:   Choice Theory and Social-Emotional Learning: Why Teach SEL Skills?
- Video #3:   Choice Theory and Social-Emotional Learning: SEL and Research
- Video #4:   Choice Theory and Social-Emotional Learning: SEL and Curriculum Connections
- Video #5:   Choice Theory and Social-Emotional Learning: Perceptions and SEL
- Video #6:   Choice Theory and Social-Emotional Learning: Emotions and Behavior Connections
- Video #7:   Choice Theory and Social-Emotional Learning: Choice Theory and Emotions
- Video #8:   Choice Theory and Social-Emotional Learning: Emotional Graffiti
- Video #9:   Choice Theory and Social-Emotional Learning: Managing Stress and Anger
- Video #10: Choice Theory and Social-Emotional Learning: Perceptions and Stereotyping

Video #11: Choice Theory and Social-Emotional Learning: Solving Behavior Problems

Video #12: Choice Theory and Social-Emotional Learning: Intense Situations

c.) Course of Study.

This book contains articles, summaries of course content, pre-video viewing activities, discussion questions, group activities, individual activities, worksheets, classroom application assignments, and learning reports.

d.) Bibliography

e.) Internet Resources

Learning Activities

1. For each of the fifteen (15) sections of this course, participants will complete the following activities:

a.) Read the assigned reading in the course of study.

b.) Participate in a study/preparation activity with a colleague.
NOTE: While benefits are greatest when participants take this course as a part of a study team, participants can successfully complete course requirements by working with a friend or colleague who is not enrolled in the course; or, by reflecting upon the material and considering how they might use it in their teaching situations.

c.) View instructional videos.

d.) Discuss (see above note) course material in terms of participants' own students.

e.) Record summary of discussion activities in progress report

f.) Design, implement, and evaluate an application of course content in their teaching situation.
> NOTE: If participants are taking this course during the summer or at a time when they do not have access to a classroom, they follow these directions with respect to classroom application projects.
> 1. If they choose to design a classroom lesson or activity for their project, they design it for a class that they have had in the past.
> 2. Instead of implementing their activity in a classroom, they share their activity design with a colleague and ask for their input.
> 3. Based on the input received from their colleagues, they make whatever changes they feel are appropriate to improve their activity design.

g.) Summarize classroom application design, application experience, and evaluation in progress report.

2. Submit a final paper.

Course Outcomes

As a result of their work in this course, participants will be able to:

1.) Demonstrate proficiency in teaching social-emotional skills to their students.
2.) Demonstrate proficiency in the use of social-emotional strategies in concert with choice theory concepts to promote responsible student behavior.
3.) Demonstrate proficiency in evaluating other teachers' use of course strategies to teach social-emotional skills and develop character.
4.) Develop, implement, and evaluate various classroom strategies to support course content.
5.) Develop a systematic plan to achieve the goal set at the beginning of the course relative to using course concepts to improve student behavior and learning.
6.) Evaluate the effectiveness of their systematic plan.
7.) Reflect upon their course experience and plan for the future use of knowledge and skills gained in this course.

Progress Reporting and Assessment

Participant achievement will be measured by a combination of the following:

A. An evaluation of participant's 15 progress reports. (Outcomes 1, 2, 3, and 4.)

Each progress report will be evaluated for:
– completeness and quality of responses.
– accuracy of information.
– appropriateness of classroom application.
– quality of reflection.

B. An evaluation of participant's professional paper. (Outcomes 5, 6, and 7.)

The professional paper will be evaluated for:
– inclusion of required components.
– synthesis and analysis of course concepts.
– presentation in an organized, professional manner.

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Internet Resources

Social-Emotional Learning
http://www.casel.org/

The Cooperative for Academic, Social, and Emotional Learning (CASEL) website is an excellent source of information on social-emotional learning.

NYU Child Study center
http://www.aboutourkids.org/articles/social_emotional_learning_what_it_how_can_we_use_it_help_our_children
Another good source of information about social-emotional learning including tips for parents.

Jonathan C. Erwin's Website
http://www.inspiringmotivation.com/
Jon's website contains information about his publications and workshops.

Discipline Resource for Parents
http://www.solvingdisciplineproblems.com/
This site presents information for parents about choice theory and responsibility. Included is a free course for parents about applying choice theory to common home discipline problems.

Classroom Management: Elementary Resources
http://www.internet4classrooms.com/links_grades_kindergarten_12/elementary_classroom_management.htm
This site has multiple links to websites with classroom management information on a variety of topics of interest to elementary school teachers.

Classroom Management: Middle-Secondary Resources
http://www.internet4classrooms.com/links_grades_kindergarten_12/middle_school_classroom_management.htm
This site has multiple links to websites with classroom management information on a variety of topics of interest to middle and high school teachers.

Teaching Today
http://teachingtoday.glencoe.com/downloads/topic/classroom-management
Provides teaching tips, lesson plans, and more.

Classroom Management
http://www.intime.uni.edu/model/teacher/teac3summary.html
"Classroom Management" is a web site which clearly identifies three major fundamentals of teaching; i.e., content, conduct and covenant management.

Behavior Management Forms

http://www.teachervision.fen.com/classroom-discipline/resource/6283.html
Point charts, awards, certificates, behavior contracts, and more.

Tips for Helping Teachers Ease Students' First Day of School Jitters
http://k6educators.about.com/od/classroommanagement/p/firstdayanxiety.htm
Tips for helping anxious young students deal with their first day of school jitters
and clinginess to parents.

How to Hold Regular Class Meetings
http://k6educators.about.com/od/classroommanagement/a/communitycircs.htm
By holding regular class meetings, you can help maintain a safe and friendly envi-
ronment for your elementary school students. Class meetings can also be called
Community Circle and they really help with student discipline.

Quiet Students Without Saying a Word
http://k6educators.about.com/cs/classroommanageme3/a/nonverbalmethod.htm
Quiet students mean a productive and happy classroom atmosphere. Try these
simple nonverbal methods for maintaining class control.

Classroom Rewards That Are No-Cost But Highly Effective
http://k6educators.about.com/od/classroommanagement/a/simplerewards.htm
Don't spend your hard-earned money buying little material rewards for your stu-
dents. See how you can spend nothing and get a whole lot of great behavior in re-
turn!

The Teacher's Guide: Classroom Management
http://www.theteachersguide.com/ClassManagement.htm
This web site provides the teacher with constructive information regarding all fac-
ets of discipline occurring within the classroom. Various links provide beneficial
and acceptable practices in assuming and maintaining control of the classroom.

Classroom Management: Discipline & Organization
http://www.canteach.ca/elementary/classman.html
This unique web site offers a variety of approaches in encouraging students to be-
come more inventive by offering a diverse range of challenges and objectives such
as pledges and fundraising projects.

ERIC Digest
http://www.ericdigests.org/1995-1/behavior.htm
Major topics covered in this material include; preventing misbehavior, establishing
rules, student motivation, token economy systems, decreasing undesirable behav-
ior, punishment, individual and group management methods, and guidelines for

management.

Classroom Management Technology Tools
http://jc-schools.net/tutorials/classroom/management.htm
This web site has been created by the Jefferson County Schools in Dandridge, Tennessee. This URL will take the user directly to the web page about Classroom Management Technology Tools.

ProTeacher Web Directory
http://www.proteacher.com/030000.shtml
The Proteacher Web Directory is a commercial Web Site with multiple topics. On this site there are multiple links with frequent updates on topics for teachers. This URL will take the user directly to the topic of Classroom Management.

Classroom Management Article
http://www.brains.org/classroom_management.htm
An interesting article describing various theories of classroom management including Glasser's, Ginott's and Jones' models.

Dr. William Glasser
http://wik.ed.uiuc.edu/index.php/Glasser,_William
An excellent resource with information about Dr. Glasser's ideas and how they apply in the education setting.

William Glasser Institute
http://www.wglassser.com
The mission of The William Glasser Institute is to teach all people choice theory and to use it as the basis for training in reality therapy, Glasser Quality Schools and lead-management.