

# Fitchburg State University

## EDUCATOR Programs

### Comprehensive Syllabus



Course #**TBD**, CRN #**TBD**

*Social-Emotional Learning, Coping with Trauma, Addressing Implicit Bias, and Special Education: Helping Students and Families- A course for School Clinical Staff and Teachers*

3 Graduate Credit hours

**Office:** Ribas Associates and Publications, Inc.  
**Website:** [www.ribasassociates.com](http://www.ribasassociates.com)  
**Office Telephone:** 781-551-9120 (*to reach the instructor, call or email them directly*)  
**Office Fax:** 781-349-8160  
**Instructor info:** See biographies at [www.ribasassociates.com](http://www.ribasassociates.com) (under “About”)  
**Instructor e-mail:** This will be provided in an email from the instructor  
**Instructor Contact:** Weekly office hours for each course taught will be established for telephone contact with the instructor. All participants are provided with the instructor’s email for contact at other times. Synchronous chat sessions with the instructor and other students from your district. All instructors are expected to review and respond to bulletin board postings within 48 hours (2 business days)

### **COURSE DESCRIPTION:**

This course is designed to provide participants with the skills to increase the number of students who succeed in their classes by developing a school wide environment that supports the social-emotional learning and other special needs of a diverse student population. It builds the capacity for school clinical staff, teachers, administrators, and teaching assistants to collectively create a school setting that addresses the needs to of students on IEPs, students on 504 plans, and other students who have social, emotional, or academic skills deficits. We will explore the importance of SEL in both the school and home environment. The course will also address the impact of our current challenges by investigating the impact of trauma on teaching, living and learning in the era of Covid #19 **and the learning loss that has resulted**. It will also address issues relating to implicit and unconscious bias and how awareness of these areas can contribute to development of SEL skills.

Participants in the course will be required to participate in 3 full day in person or 6 half day in person or zoom class meetings. In addition to this specific live meeting dates, students will be able to independently complete modules which include narrated ppt presentations, multiple choice quizzes and reflection questions that requires a more detailed written response. These modules include: Strategies for Helping Students with Special Needs Strengthen Their SEL Skills, The Impact of Trauma (in the ERA of Covid 19), Executive Function and The Connection to SEL Skills and Implicit and Unconscious Bias with a focus on the race, special education, gender and religion and the relation to SEL.

## **How This Course Addresses Tiered Instruction and Learning Recovery:**

**“School-wide Behavior/Social Rules, Supports, Expectations”** All students have access to non-academic and academic supports that focus on the optimization of positive and productive functioning. Proactive and predictable classroom routines and a positive school climate are essential to the successful implementation of the tiered system of support. Classroom and school-wide expectations for all students must be clearly defined, communicated, and visually displayed in classrooms and throughout the school. The school climate should support positive relationships with adults/teachers/mentors to provide additional support and encouragement.” (from MA ESE)

**Research-based academic interventions and assessment practices;** all of the strategies taught in this course are substantiated by significant research and practice. A comprehensive bibliography listing the research and other resources is incorporated into this syllabus in later pages.

**Research-based behavioral interventions and supports;** the part of the course that addresses the creation of effective classroom organization by identifying and reinforcing social emotional skills includes the management of all students who are academically and/or behaviorally challenged. General educators and special educators and educators of children who are second language learners are provided with activities and suggestions on conversations and communication strategies to enable these students to receive their learning in the general education SEL classroom. Related service providers including school nurses, counselors, PT, OT and Speech and Language Professionals and Behaviorists will be provided with readings that target their particular area of expertise.

**Final Project for SEL/SPED Course:** In addition to participation in zoom sessions, students will be required to complete the assigned readings, and successfully complete the independent modules with quizzes and response questions. During our final zoom session, participants will demonstrate their final project (details included in moodle).

The final project requires that participants will create a workshop that could be presented to either professional colleagues or to a parent/guardian group. It could also be a workshop designed specifically for the student population you work with. It should include the following information.

1. Who is the target audience?
2. How will you present the information about the different aspects of SEL? ( In other words, how would you give a brief overview of Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making to this audience?)
3. If you are creating this workshop for a parent/guardian group, and you wish to specifically target a group like parents of kids on the autism spectrum or other learning challenges, how would you alter or add to the workshop for this group?
4. Include some strategies and resources that you would share with the group. For example, if you are creating a workshop for your professional colleagues you will need to include some articles, video clips and books that they could use with their own students. If your workshop is geared towards the parent/guardian group, you would probably include different resources more appropriate for their interests. If you are creating a workshop geared towards students, make sure it is age appropriate for your group and include appropriate accommodations.
5. You MAY work with up to but no more than three classmates on this project and you must be able to demonstrate some kind of visible document, ppt or pamphlet that will be shared at the

last zoom session. Each person or small group will be allowed 12-15 minutes max to present this to the class.

6. Your final score will be based upon the following criteria:
  - a) You have demonstrated how you have provided an overview of the five SEL skills
  - b) If you are presenting as part of a small group, you must document each person's role in the final presentation of the presentation
  - c) You have included resources that are appropriate for the target audience ( books, articles, video clips, etc.)
  - d) You may include references found in *Social Emotional Learning in the Classroom* and *Social Emotional Learning in the Home* as part of your resource list among others you select.
  - e) The class will provide feedback and comments (only helpful and positive) that each group will receive to review upon completion of their presentation.

**Essential Questions:** How can we as educators create and sustain clinical service sessions and classroom teaching that make social-emotional learning and effective response to special needs an integral part of every interaction with students and the **recovery of lost learning**?

How can we as educators and related service professionals provide a better understanding of the connection between social emotional learning and the unique challenges of students with special needs?

How can we as educators and related service professionals provide additional support for families in their efforts to address SEL in the Home for a diverse population of students?

### **Matriculation for Graduate Credit**

*If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.*

### **TEXTS:**

- Ribas, W., Brady, D., and Hardin, J. *Social-Emotional Learning in the Classroom: Practical Guide for Integrating All SEL Skills into Instruction and Classroom Management*
- Ribas, W., Brady, D., Hardin, J., Gumlaw, E. *Social-Emotional Learning in the Home: A Practical Guide for Integrating the Development of Social-Emotional Skills in Your Parenting.*
- Fitchburg State University Teacher Preparation Programs. (2018). *Conceptual framework*. Fitchburg, MA: Author. [Online] Available: <http://www.fitchburgstate.edu/offices/academic-offices/education-unit/conceptual-framework/>

- Massachusetts Department of Elementary and Secondary Education. (1999-2011). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: <http://www.doe.mass.edu/frameworks/current.html>
- Assigned articles are embedded within each module of the course and will be required reading and written reflection/ discussion on each

**LEARNING OUTCOMES/OVERALL OBJECTIVES:**

Overall Objective 1 of the course provides the participants with an understanding of the nine components of social-emotional learning. Participants learn about the varied needs of students and determine the best strategies to provide support to students taking into account learning style, English language proficiency, special needs, cultural influences, gender, effects of poverty and brain development.

Overall Objective 2 looks at the strategies that teachers and clinical service providers need to incorporate into their daily interactions to support students. As social- emotional learning becomes an integral part of every interaction, educators will learn skills that will help students develop self-management, self-awareness, responsible decision making, and relationship and social awareness.

Overall Objective 3 of the course addresses effective assessment of student learning of social-emotional and academic skills. Teachers will learn to reflect and analyze their own behavior in the classroom and how the use of growth mindset strategies can make positive modifications to educator and student belief systems.

Overall Objective 4 of the course teaches participants to incorporate effective practices in large group, small group, and individual work to support the development of students’ social-emotional skills and academic skills.

Overall Objective 5 of the course will examine the components of effective student management to support the development of social-emotional learning skills and to set up a classroom structure that will enhance a student’s personal and interpersonal awareness and behavior.

Overall Objective 6 of the course will teach participants how to create a system of rewards, consequences and learning experiences based upon SEL and PBS practices for reinforcing respectful on-task behavior, and the development of students’ social-emotional skills. In addition, participants will learn to use the best SEL and PBS practices to respond to difficult-to-manage behaviors and develop an individual contingency plan to support the growth of a student whose inappropriate behavior hampers learning.

**INSTRUCTIONAL STRATEGIES**

<u>    </u> Lecture	<u>  X  </u> Data Collection and Analysis
<u>  X  </u> Discussion/Questioning via online chats (synchronous)	<u>    </u> Pre-Practicum
<u>    </u> Laboratory	<u>    </u> Role Playing/Simulation
<u>  X  </u> Problem Finding/Solving	<u>  X  </u> Independent Learning
<u>    </u> Discovery	<u>    </u> Field Trips
<u>    </u> Interviewing	<u>    </u> Computer Applications
<u>  X  </u> Collaborative Learning Groups	<u>  X  </u> Viewing Video Tapes Lessons



<ul style="list-style-type: none"> <li>• Explain Davis Perkin’s Theory of Learnable Intelligence including: neural, experiential and reflective and how SEL impacts the growth mindset.</li> <li>• Identify some of the underlying issues of “bad behavior” and how creating “common expectations and consistent implementation” may increase improved behavior management.</li> <li>• <i>Students will do required reading from Social-Emotional Learning in the Classroom (RED Book) Introduction and Chapter 1. Be prepared to discuss readings in zoom class time.</i></li> </ul>	
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<p><b>(Sessions 4 and 5): This session will open up upon completion 3/31/21 zoom session</b></p> <p><b>Asynchronous Impact of Trauma on Teaching, Living and Learning in the Era of Covid #19</b></p> <ul style="list-style-type: none"> <li>• <i>After this section of the course, participants will be able to:</i></li> <li>• Identify some of the underlying causes of trauma and examine some of the immediate and long term effects of trauma on children and adolescents.</li> <li>• Identify some of the unique challenges created by the covid pandemic and its impact on students, families and school personnel.</li> <li>• Identify some of the losses and gains of the remote teaching experience for learners with special needs</li> </ul> <p><b>(Session 6): Working With Parents 4/7/21 SEL in the Home online Zoom session</b></p> <p><i>After this section of the course, the participants will be able to:</i></p> <ul style="list-style-type: none"> <li>• Explain to parents key social and emotional skills that are evident in the home</li> <li>• Teach parents ways in which they can assess their child’s level of mastery of specific social-emotional skills by observing them during interactions and task completion in the home.</li> <li>• Explain to parents/guardians ways in which they can support their child’s social and emotional skill development</li> <li>• The Research on People’s Success When Social-Emotional Skills are Improved</li> <li>• Five Areas of SEL and the Way in Which They Build in People the <u>Habits with Successful People</u></li> <li>• Parent Strategies for Developing SEL Skills</li> <li>• The Process of Teaching/Learning New Skills</li> <li>• Growth Versus Deficit Mindset</li> <li>• Other SEL skill development strategies parents/guardians</li> </ul>	
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<p>There will be assigned readings from <i>SEL in the Home book</i></p>	
<p><b>(Session 7 and 8): Asynchronous Executive Function and SEL</b>  <i>Upon completion of this section participants will be able to:</i></p> <ul style="list-style-type: none"> <li>• Define Executive Functioning and the connection to SEL skills</li> <li>• Discuss how executive functions are critical in school and life</li> <li>• Identify ways to support students in developing their executive function skills</li> <li>• Develop ways to teach students executive skill strategies to use independently</li> </ul>	<p><b>All of the actual assessments used in the course can be found later in the syllabus.</b></p>
<p><b>(Session 9): Continuation of SEL in the Home 4/28/21 online Zoom session</b>  <i>After completion of this section participants will:</i></p> <ul style="list-style-type: none"> <li>• Be provided with resources to share with parents/guardians about social media and its impact on SEL skills</li> <li>• Be provided with strategies to help parents/guardians facilitate positive discussions at home around SEL concerns</li> <li>• Be provided with strategies to help parents/guardians support their children through sibling, peer and friend conflicts</li> <li>• Be provided with strategies to help parents/guardians support their children through remote and hybrid learning and a discussion about returning to a more typical school schedule and how that might have an impact on SEL skills</li> </ul>	
<p><b>(Session 10 and 11): Implicit and Unconscious Bias and How It Impacts SEL.</b> This section will be opened on 4/28/21  <i>Upon completion of these sessions, participants will be able to identify and discuss areas of unconscious bias with regard to the following areas:</i></p> <ul style="list-style-type: none"> <li>• Race</li> <li>• Socio Economic Status</li> <li>• Culture</li> <li>• Religion</li> <li>• Special Needs</li> <li>• Gender</li> <li>• Sexual Orientation</li> <li>• Non-Traditional Families</li> </ul>	<p><b>All of the actual assessments used in the course can be found later in the syllabus.</b></p>
<p><b>(Session 12-14) Wrap up and final presentations online Zoom session 5/19/21</b></p> <p>This final session will be the opportunity for individuals or very small groups to present their final project for the course.</p>	

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