Course Information -

Course Title: **Social and Emotional Learning: Creating an Inclusive School -Wide Environment**
Credits :   1
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Course Description

The purpose of this course is to focus on what schools and teachers can do to create inclusive, tolerant environments for all children. Topics that will be explored include character education, PBIS (Positive Behavioral Intervention and Supports) and an examination of existing programs that promote school- wide social emotional learning.

Course Objectives

 1.Students will demonstrate an understanding of strategies for increasing positive behaviors and promoting social integration of children with special needs in general education settings.

2. Students will become familiar with whole school methods for creating inclusive environments.

3. Students will critically examine popular behavior management methods and identify components of successful programs that promote inclusivity.

Course Expectations

Students will need access to high speed internet and a comfort in navigating Blackboard.

Students are expected to complete required readings and participate thoughtfully in the accompanying discussion boards each week.

Course Requirements

Discussion Board:
Questions posted on the discussion board will enable us to learn together. All questions
are to be answered during the week of the unit. In addition, you will need to respond to
at least one of your classmates' responses each week.

Classroom Management System Critique :
Each student will critique a popular classroom management system and then post their findings for the class to read.

Teacher Resource Kit :
Each student will develop a teacher resource kit of materials that promote an inclusive environment

Grading:

Discussion Board	40%	Due weekly
Classroom Management Critique	20%	Due by the end of week 3
Teacher Resource Kit	40%	Due on completion of class

Course Outline

* All readings will be available as either links or PDF's in Blackboard.

Week 1– What is Social Emotional Learning (SEL)
In addition to schools being aware of student differences and working towards making learning accessible to all learners, schools need to address social needs. Making sure that all students feel safe and can grow socially is an equally important component of creating an inclusive environment.
Key Questions:
1. What are the benefits of social emotional learning?
2. What skills do students need in order be socially competent?
Readings:
1. Weissberg, R. P. & Cascarino, J (2013). Academic learning + social-emotional learning = national priority. Phi Delta Kappan, 95 (2): 8-13.
2. http://www.edutopia.org/keys-social-emotional-learning-video
Assignments:
Discussion Board

Week 2 - Character Education
Character education refers to teaching students about the traits they need to get along in society. In terms of a school setting, it is those core values that we need to teach our students to embrace in order to create a positive learning environment.
Key Questions:
      1.What are those key core traits that are important for schools to teach?
      2. How do you teach character?
Reading:
1. Lindy, Elaine. "Three Ways to Make Values Last at Your School." *Education World*. N.p., Nov. 2014.
2. Elkind, David, and Sweet Freddy. "How to Do Character Education." *Goodcharacter.com*. N.p., Sept. 2004.
3. Borba, Michele. "5 Steps to Teaching Any Character Trait." *Education World*
4. http://www.kansas.com/news/local/education/article1340986.html (Buddy Bench)

*Assignments***:**
Discussion Board

Week 3– Classroom Management Systems
Teachers often use behavior management systems to create a climate within their own classroom. This week we're going to think about those systems from the point of view of the child who learns differently, finds socialization challenging or has behavior issues.
Key Questions:
1. What are the components of a successful behavior management system?
2. Which systems help to create an inclusive environment without creating more barriers?
Readings:
    1. Elias, Maurice. "What Is the Secret to Effective Classroom Management." Edutopia, Mar. 2014.
    2. Schibstead, Evantheia. "How to Develop Positive Classroom Management." Edutopia, Nov. 2014.

assignment:
Critique a classroom behavior management plan

Week 4 - PBIS
PBIS stands for "Positive Behavioral Interventions and Supports." PBIS is a structure for making sure that all students can be successful at school—academically, socially, emotionally and behaviorally. PBIS looks at all aspects of a school life, establishes clear behavioral expectations and actively teaches those expectations to all of its students.
Key Questions:
    2. What are the characteristics of a school wide PBIS plan?
    3. How does PBIS connect with a core values approach to education?
    4. How does PBIS work together with a teacher's classroom behavior system?
readings:
1. PBIS for Beginners ([www.pbis.org]())
2. PBIS and the Law ([www.pbis.org]())
3. PBIS Example 1 and 2
4. Rethinking PBIS- a principal's reflection
Explore the rest of [www.pbis.org]() to learn more about the approach (optional)
assignments:
Discussion Board
Teacher Resource Kit

MA Curriculum Frameworks

PreK–12 STANDARD 5: Mental Health

Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress, including suicide prevention

GRADE	LEARNING STANDARDS

LEVEL	
By the end of grade 5	**Through the study of Feelings and Emotions students will** 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings 5.2: Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being **Through the study of Decision Making students will** 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

Grading Criteria

The rubrics and grading criteria for the discussion boards, and two projects are as follows:

Discussion Boards

Each week, your postings to the Discussion boards will be evaluated by the following criteria for t10 points (40 points total):

Exemplary- 10 points
- Postings are thoughtful, reflective and relevant to the questions posted
- Postings show a strong understanding of the material and refer to specific connections made to personal teaching experiences
- Comments on classmates' thoughts are posted on time and add to a meaningful discussion

Satisfactory- 6 points

- Postings are relevant to the questions posted
- Postings reflect an understanding of the material but are general and do not make connections to individual teaching experiences
- Postings were not completed on time

Unsatisfactory – 0 points

- Postings are not relevant to the questions posted
- Postings are not complete or missing
- Postings do not demonstrate an understanding of the material

Critique- Behavior Management System

Each critique must include:

🗡 An explanation of the behavior management system.
Provide a complete explanation of how this system is set up and managed in a classroom. Include pictures of any tools or components if it is necessary for your classmates to visualize and understand how this system would appear in a classroom.

🗡 List and explain the pros and cons of this system
No system is perfect. Discuss which components or aspects of this system are positives and which might be seen as negatives.

🗡 Make a recommendation
Is this a system you would recommend to your classmates? Are there certain circumstances in which it might be better than in others? Overall, do you see this system as promoting positive inclusion or creating more barriers?

Grading Rubric

	Meets Expectations	**Partially Meets Expectations**	**Does Not Meet Expectations**
Explanation	The explanation thoroughly explains the purpose of the system, how it would be set up and how it would be managed (6 points)	The explanation is missing some information about either the purpose, the set up or the management of the system (3-5 points)	The explanation does not provide enough information for the reader to understand how this system would be set up and managed (0 points)
Pros/Cons	The positives and negatives of the system are thoroughly explored, presenting a balanced picture (8 points)	The positives and negatives are partially explored (4-7 points)	The discussion does not present a clear understanding of the positives and negatives of the system (0 points)
Recommendation	The recommendation takes all of the information into account and presents a thoughtful conclusion about inclusive practices (6 points)	The recommendation takes some of the information into account when presenting a conclusion (3-5 points)	The recommendation does not use the information in the previous sections to draw a reasonable conclusion (0 points)

Teacher Resource Kit

Each student will compile a "Teacher Resource Kit " on promoting inclusion in the classroom. Your resource kit can include information that will be helpful for administrators, classroom teachers, parents and /or children. Each collection should be geared towards each student's professional needs and be a valuable resource for him/her.

Each resource kit must include the following:

- *Five Internet Sites:* Choose five internet sites that are relevant to the topic of inclusion and your focus of professional interest. In addition to the citation, including the web address for each site, write a brief (approximately two to three sentence) description of each site and the resources it offers. Also write a brief description of how each site can be useful specifically for educators.

- *Five Children's/Young Adult Books:* Choose five books that are in some way related to the topic of inclusion. This is an important component of this assignment as books we decide to share with our students can be a powerful influence on their perceptions.   Any books that are appropriate for pre-K, elementary, middle, or secondary school age students may be chosen, although it is recommended that you choose books relevant to the age/grade you are currently interested in teaching or working with. In addition to the citation for each site, include a brief (approximately two to three sentence) description of the book including how it is relevant to the topic of inclusion. Also write a brief description of how this book may be used within a classroom. *Do not include websites in this section.*

- *Other Teacher Resources:* Choose five other resources for teachers. Examples of other resources include, but are not limited to, journals, curriculum kits, or reference books. These should be tangible resources you could use when planning instruction, creating a positive social climate or to assess student progress. Write a brief (approximately two to three sentence) description of the resource and another brief description of how it can be used by an educator within a classroom. *Do not include websites in this section.*

Grading Rubric Total- 40 points

	Meets Expectations – 12 points	**Partially Meets Expectations – 6-10 points**	**Does Not Meet Expectations – 0 points**
Internet Sites	5 sites are included and all are relevant and each will enhance professional knowledge	Only 3-4 sites are included or only 3-4 sites are relevant and will enhance professional knowledge	Only 2 or fewer sites are included or fewer than 2 sites are relevant and will enhance professional knowledge
Children/Young Adult Books	5 books are included and all are relevant and each will be a powerful influence on students	Only 3-4 books are included or only 3-4 books are relevant and will be a powerful influence on students	Only 2 or fewer books are included or fewer than 2 books are relevant and will be a powerful influence on

			students
Professional Resources	5 resources are included and all are relevant and will enhance professional knowledge and have a practical application	Only 3-4 resources are included or only 3-4 resources are relevant and will enhance professional knowledge and have a practical application	Only 2 or fewer resources are included or fewer than 2 resources are relevant and will enhance professional knowledge and have a practical application
Quality of Written Work	All work is cited and work is free from error, meeting professional written standards **4 points**	Not all citations are complete and work contains some errors. **2 point**	Missing citations and errors in written work detract from the professional quality of the work. **0 points**