**EDU 525: SOCIAL EMOTIONAL LEARNING (SEL) IN HIGH NEEDS SCHOOLS**

**Sheridan Prep SUNY Oswego PROJECT SMART 2016-17**

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**OVERVIEW**

This course will focus on the role of SEL in students’ academic and real world success, particularly in high need schools. SEL components studied will be self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

**COURSE OBJECTIVES:**

1. Examine research related to emotional intelligence, SEL, and trauma sensitive schools to draw implications for one’s own teaching and student learning.
2. Experience practices related to SEL, and reflect on the impact of those practices on teaching and learning including cognitive, moral, social and emotional development.
3. Choose a path for deeper exploration through examining one SEL program or practice (ex. Second Step, MindUp, Calm Classroom) in daily life and/or the classroom.
4. Collect data on impacts of SEL on teaching and learning

**COURSE REQUIREMENTS:**

Complete an individual or group action research plan on infusing SEL into one’s own and/or the group’s practices

Complete a final report reflecting on teacher and student learning outcomes

Attendance and participation

**What is Social Emotional Learning?**

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (Retrieved from Collaborative for Academic Social, and Emotional Learning website -CASEL.org)

**General**

[Measuring the Impact of Poverty in Education](http://www.educationdive.com/news/measuring-the-impact-of-poverty-in-education/423321/#.V6s_RD-FMOU.mailto), Jarrett Carter, Education Dive, August 8, 2016.

Video: [5 Keys to Successful Social and Emotional Learning](http://www.edutopia.org/keys-social-emotional-learning-video), Edutopia (6 minutes)

[What are Learning Skills?,](https://k12.thoughtfullearning.com/FAQ/what-are-learning-skills) Thoughtful Learning K-12 website

Jensen Learning Guide to Brain-Based Teaching, Eric Jensen

[Why Social and Emotional Learning is Essential for Students,](http://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta) Roger Weissberg, Joseph A. Durlak, Celene E. Domitrovich, and Thomas P. Gullotta, Edutopia, February 15, 2016

**CASEL-identified Core Competencies (2013)**

**Self-awareness:** recognizing and labeling one’s feelings and accurately assessing one’s strengths and limitations

[*12 Ways to Teach Kids to Recognize and Label Their Emotions*](https://www.linkedin.com/pulse/20140702051749-31152637-12-ways-to-teach-kids-to-recognize-and-label-their-emotions), Susan Fitzell

[*Enhancing Emotional Vocabulary in Young Children*](http://csefel.vanderbilt.edu/modules/module2/handout6.pdf), Gail E. Joseph, Ph.D and Phillip S. Strain, Ph.D, Center on Evidence Based Practices for Early Learning, University of Colorado at Denver

[*Student Self-Assessment*](http://www.assessmentforlearning.edu.au/verve/_resources/StudentSelf-Assessment_Questions.doc)*,* Assessment for Learning website

[*The Importance of Self-Awareness for Kids with Learning and Attention Issues,*](https://www.understood.org/en/friends-feelings/empowering-your-child-/self-awareness/the-importance-of-self-awareness)Amanda Morin, Understood website

**Self-management:** regulating emotions, delaying gratification, managing stress, motivating oneself, and setting and working toward achieving goals

[*Developing Young Children’s Self-Regulation through Everyday Experiences*](http://www.naeyc.org/files/yc/file/201107/Self-Regulation_Florez_OnlineJuly2011.pdf), Ida Rose Florez, NAEYC website

[*How do Children Learn to Regulate Their Emotions*](http://www.huffingtonpost.com/kenneth-barish-phd/how-do-children-learn-to-_b_3890461.html)*?,* Kenneth Barish, Ph.D, Huffington Post, 9/9/2013

[*Explaining Self-Regulation*](http://www.kidsmatter.edu.au/mental-health-matters/social-and-emotional-learning/anger/explaining-self-regulation)*¸* Kids Matter website

*Video:* [*Managing Stress*](https://m.youtube.com/watch?v=hnpQrMqDoqE)Brainsmart BBC (2 minutes)

[*Eight Ways to Encourage Self-Motivation in Your Child*](https://childdevelopmentinfo.com/development/eight-ways-to-encourage-self-motivation-in-your-child/)*,* Tracy Enright, Child Development Institute website

[*Building self-Motivation,*](http://www.journeytoexcellence.org.uk/resourcesandcpd/research/summaries/rsselfmotivation.asp)The Journey to Excellence website

*Activity:* [*The Best Dream*](http://www.activityvillage.co.uk/the-best-dream)*…* Activity Village website

*Activity:* [*If I Could Learn About Anything I Would Like to Learn*](http://www.activityvillage.co.uk/if-i-could-learn-about-anything)*…* Activity Village website

[*Teaching Children Confidence through Goal Setting*](http://www.huffingtonpost.com/dr-gail-gross/teaching-children-confide_b_4565356.html)*,* Dr. Gail Gross, the Huffington Post, March 9, 2014

**Social awareness:** showing empathy, taking others’ perspectives, and recognizing and mobilizing diverse and available supports

[*How Children Develop Empathy*](http://psychcentral.com/lib/how-children-develop-empathy/)*,* Lawrence Kutner, Ph.D, Psych Central website

[*Teaching Empathy: Evidence-based Tips for Fostering Empathy in Children,*](http://www.parentingscience.com/teaching-empathy-tips.html)Gwen Dewar, Ph.D, parenting Science website

[*How do we Help Children Take Other Perspectives? A Conversation with Ellen Galinsky,*](https://www.psychologytoday.com/blog/the-parents-we-mean-be/201007/how-do-we-help-children-take-other-perspectives-conversation)Psychology Today website, July 22, 2010

**Relationship skills:** clear communication, accurate listening, cooperation, nonviolent and constructive conflict resolution, and knowing when and how to be a good team player and a leader

[*Being a Great Communicator: An Overview for Parents*](https://kidshelpline.com.au/parents/tips/being-a-great-communicator/)*,* Kids Helpline website

[*Conflict Resolution*](http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=1521)*, Kids’ Health website*

[*8 Team Building Exercises for Children*](http://online.brescia.edu/social-work-news/team-building-exercises/), Jessica Blanchard, Brescia University

Developing Leadership Skills in Children - Tips and Suggestions, Andrew Loh, Brainy Child website

**Responsible decision making:** making ethical choices based on consideration of feelings, goals, alternatives and outcomes, and planning and enacting solutions with potential obstacles anticipated

[*How to Teach Kids Problem Solving Skills*](https://www.verywell.com/teach-kids-problem-solving-skills-1095015)*,* Amy Morin, LCSW

**Developing Trauma Sensitive Classrooms:**  Trauma and the brain, how trauma plays out in behavior, developing trauma sensitive teaching

[*10 Things About Childhood Trauma Every Teacher Needs to Know,*](http://www.weareteachers.com/blogs/post/2016/02/24/10-things-about-childhood-trauma-every-teacher-needs-to-know#.V3qfOa9hCoU.email)  WeAreTeachers Staff

[*Adverse Community Experience and Resilience: A Framework for Addressing & Preventing Community Trauma,*](https://www.cdph.ca.gov/programs/Documents/PreventionInstituteReport_AdverseCommunityExperiences.pdf)  Prevention Institute

**Schools focus on managing stress, trauma**:

*To manage the stress of trauma, schools are teaching students how to relax,* Washington Post

[The Washington Post (tiered subscription model)](http://r.smartbrief.com/resp/hJjYCrsecvjTonttqVVj)

*Trauma-Informed Yoga: Concepts, tools, and skills,* Hala Khouri & Kyra Haglund

<https://drive.google.com/a/oswego.edu/file/d/0B0q9m0wep0ZOOC02dVFRMlVYa1JOZW1NNWNnY3JDc0xmRFg4/view?usp=sharing>