***Drake University Continuing Education and Professional Development***

***Social Emotional Learning in the Classroom: A Clinician’s Perspective*   
EDMA 299:711**

**1 Graduate Credit**

**Course Description:**

This course will explore key components and stages of social emotional learning (SEL), related brain anatomy and function, and factors that may impact SEL development. Additionally, participants will be able to demonstrate an understanding of factors that may impact a child’s use of social emotional skills across the school day and techniques and strategies that will assist children in making use of these skills. Through the use of a variety of materials, inside class assignments as well as out of class assignments, participants will be able to better assess, understand and help teach social emotional learning in the classroom.

**Instructors:**

Leslie Rogers, M.S., CCC-SLP, Autism Clinical Manager, Speech Language Pathologist at ChildServe

* Bachelor of Science in Education, 2000, from the University of Nebraska at Lincoln
* Master or Science in Speech Language Pathology, 2002, from the University of Nebraska at Lincoln

Kirsten Smith, M.A., CCC-SLP, Speech and Occupational Therapy Service Manager, Speech Language Pathologist at ChildServe

* Bachelor of Arts in Communication Disorders, 1997 from the University of Northern Iowa
* Master of Arts in Speech Language Pathology, 1999, from Indiana University

**Contact information:**

Leslie

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* Phone Number: 515-727-1545
* May be contacted via email (preferred) or phone M-F 8 am-5 pm

Kirsten

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* May be contacted via email (preferred) or phone M-Th 8-5 or Friday 8-12

**Course Format and Location:**

This course will include two face-to-face dates on October 5, 2019 and November 2, 2019   
from 8:30 a.m - 5 p.m.   
  
Child*Serve*, 5406 Merle Hay Road, Johnston, IA 50131

Training Center, Entrance A.

**Registration Information and Cost (click on the link below):**

<https://reg.abcsignup.com/reg/event_page.aspx?ek=0006-0004-a4dd9362c9f04406b091739e5d6f266d>

If you experience difficulties while registering, please contact the Continuing Education and Professional Development department at: 1-800-44-TEACH or 515-271-3076

**Graduate Credit:** $170

**Attendance Policy**

*All students must attend all class sessions and activities to receive credit for the class.* Not only does this mean that attendance is mandatory for credit but it also means that attendance cannot be used as part of the curriculum. Nor can participation. It’s expected that all attendees are present and participating.

**Course Objectives:**

1. Demonstrate understanding of SEL as related to the education system and apply techniques or strategies for facilitating social emotional learning (SEL) during classroom instruction
2. Identify key components and stages of social emotional learning (SEL), related brain anatomy and function, and factors that may impact SEL development
3. Complete case study activities using multi-modal materials (video, written text, content specific books) in order to assess, understand, and influence social emotional learning (SEL)

**Course Requirements/Assignments:**

**Class Meeting Dates:**Two face-to face meetings at ChildServe, 5406 Merle Hay Road, Johnston, IA 50131 on October 5 and November 2, 2019 from 8:30 a.m -5 p.m. with a 30-minute lunch each day and two 15-minute breaks each date = 7.5 hours

**Assignments: Out of Class Hours**

**Complete *before* first session (October 5th)**

1. Read – **\*\*\*Social and Emotional Development in Early Intervention: A Skills** 8 hours

**Guide for Working With Children.** Mona Delahooke. 2017. PESI Publishing and Media.

\*\*\*This book can be read online by following the directions below:

*-* Go to Drake’s library website: <https://library.drake.edu/>

- Do a SUPER SEARCH with the book title.

- Enter your 9-Digit Drake ID and password. (If you experience problems getting your 9-Digit Drake ID and did not get your ID during registration, please call Drake’s Help Desk at: 515-271-3001.)

- Click on *Full Text Available* and read.

If you would like to buy the book you are welcome to do that as well. See the following link:

<https://www.amazon.com/dp/1683730550/ref=sspa_dk_detail_0?psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEzOUxGREZXTEpQRFlSJmVuY3J5cHRlZElkPUEwNTI0Mzk0M1NKMzBEQTlTRFJCUCZlbmNyeXB0ZWRBZElkPUEwOTEwMTc4MjRYQTVSVExaNkpHVyZ3aWRnZXROYW1lPXNwX2RldGFpbCZhY3Rpb249Y2xpY2tSZWRpcmVjdCZkb05vdExvZ0NsaWNrPXRydWU=>

**Complete before second session (November 2nd)**

1. Read - Guiding Children’s Social and Emotional Development: A Reflective 8 hours

Approach. Janice Englander Katz. 2014. Pearson Education

You will need to purchase this book. One option is through Amazon. Here’s the link:

<https://www.amazon.com/Guiding-Childrens-Social-Emotional-Development/dp/0137070888/ref=sr_1_1?keywords=guiding+children%27s+social+and+emotional+development%3A+a+reflective+approach&qid=1565633090&s=gateway&sr=8-1>

1. **Take the self-assessment Left Brain/Right Brain Test** 1 hour

Write a reflection on the accuracy of the test and implications for how

you approach classroom management.

- [www.arealme.com/left-right-brain/en](http://www.arealme.com/left-right-brain/en)

1. **Complete Functional Emotional Development Capacities: Basic Chart** on a 1 hour

chosen child.

<http://www.icdl.com/dir/fedcs/functional-emotional-developmental-levels-basic-chart>

1. **Complete Reflection Assignment** given in class 1 hour
2. **Reflect on the general strategies discussed in class.** Determine which SEL 1 hour

skills are addressed with each strategy.

1. **Watch TED-Talk:** Rethinking Challenging Kids-Where There's 1 hour

a Skill There's a Way | J. Stuart Ablon | TEDxBeaconStreet and

write a reflection on the philosophy Min. 1000 words

1. **Conduct a temperament self-assessment and a temperament assessment on** 1 hour

**your chosen child**. Write a reflection to discuss whether you are a match or a

mismatch on the defined areas and how this can impact your teaching style with

the child.

**Complete after second session**

1. **Complete Assessment of Lagging Skills and Unsolved Problems:**

Choose a child to complete the assessment and develop a 2 Hours

priorities list- <https://www.livesinthebalance.org/paperwork>

1. **Look below the surface** 2 hours

Using the same child, assess what issues could be lurking “below the surface”

that contribute to the child’s phase of social emotional development and

regulation zone (both positive and negative). Comment on aspects such as

neuroception, emotions, physiologic needs, sleep, brain wiring, stress and

stress recovery, trauma, motor function, physician sensations, implicit memory,

sensory processing

1. **Develop a sensory diet for your classroom:** Include activities and materials 4 hours

that are available to you, implement some of the activities and write a reflection

on the results.

**Grading Criteria:**

For Drake graduate credit the grading scale is based on letters and submitted by the instructor as an A, B, C, D or F. There are no (+) plus or (–) minus grading scale options due to our system and relicensure formats.

**Incompletes and Withdrawals**

Incompletes are when an educator has an extenuating circumstance beyond their control (hospitalization, bereavement, jury duty, etc.) and cannot complete the required assignments/course work. If the instructor gives an extension for coursework to be completed beyond when grades are due and assigns an *I* grade, please be sure to contact Drake to discuss the issue. An I grade is also given at the instructor’s discretion. Please know, Drake DOES NOT give refunds for *I* grades. There are many technicalities involving an *I* grade and each situation is different and involves different resolves, so communication is vital.

**Grading Scale**

Following is a breakdown (from the course assignments section) of grading scale with a total of 100 points:

1. Take the self-assessment Left Brain/Right Brain Test 6 Points
2. Complete Functional Emotional Development Capacities: Basic Chart 2 Points
3. Complete Reflection Assignment 8 Points
4. Reflect on the general strategies discussed in class 8 Points
5. Watch TED-Talk: Reflection 6 Points
6. Conduct a temperament self-assessment : Reflection 8 Points
7. Complete Assessment of Lagging Skills and Unsolved Problems: 16 Points
8. Look below the surface 16 Points
9. Develop a sensory diet for your classroom 30 Points

**Grading Rubric for Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Level 4 Full points** | **Level 3 90% of points** | **Level 2 80% of points** | **Level 1 70% of points** |
| **-Reflections on teaching practice *integrate* sound knowledge of *research and theory* about effective teaching practice, *knowledge of students* in the class and *knowledge of content*.**  **-Changes in teaching practice are specific and strategic to improve individual and collective student understanding of standards/objectives.** | **-Reflections on teaching practice are based on *sound knowledge of research and theory linked to knowledge of students* in the class.**  **-Changes in teaching practice are based on reasonable assumptions about how student learning was affected by planning, instruction, or assessment decisions.** | **-Reflections on teaching practice are *consistent with principles* from theory and research.**  **-Changes in teaching practice are *based on reasonable assumptions* about how student learning was affected by planning, instruction or assessment decisions.** | **-Reflections on teaching practice are erroneously supported through a significant misapplication of theory or research principles.**  **OR**  **-Changes in teaching practice are *not based on reasonable assumptions* about how student learning was affected by planning, instruction or assessment decisions.** |

**Points on individual assignments will be added together for a cumulative grade**

**A Exemplary (90% to 100%)—**Demonstrates exemplary understanding of the course by extensively integrating knowledge from all assignments completed towards the final implementation project. The candidate is prepared to apply the skills outlined in this course for future applications in the classroom.

**B Accomplished (80%-89%)—**Demonstrates knowledge of the course by exhibiting proficient understandings of the skills introduced in this course. The learning will be applicable for the classroom.

**C Developing (70%-79% *Not Passing*)—**Demonstrates acquiring the necessary knowledge to synthesize the implementation needed to acquire a full understanding of skills presented.

**D Beginning (60%-69% *Not Passing*)—**Demonstrates little understanding of the course and is not prepared to apply the skills taught in this course.

**F Failing (59% and Below *Not Passing*)—**Demonstrates no synthesis of course and is not prepared to apply the skills outlined in this course.

**Required Reading:**

**Guiding Children’s Social and Emotional Development: A Reflective Approach**. Janice Englander Katz. 2014. Pearson Education

**Social and Emotional Development in Early Intervention: A Skills Guide for Working With Children.** Mona Delahooke. 2017. PESI Publishing and Media.

**Recommended Reading:**

**The Emotionally Healthy Child: Helping Children Calm, Center and Make Smarter Choices.** Maureen Healy. 2018 New World Library

**The Whole Brain Child: 12 Revolutionary Strategies to Nurture Your Child’s Developing Mind.** Daniel Siegel, M.G,. and Tina Payne Bryson, PhD. 2011. Mind Your Brain, Inc.

**The Explosive Child: A New Approach for Understanding Parenting, Easily Frustrated, Chronically Inflexible Children.** Ross W. Green, Ph.D. 2014. Harper Collins

**Additional Information:**

Assigned readings are written with early intervention in mind. However, the principles addressed in each book can be applied to most age groups.

**Confidentiality of Subjects:**

The nature of this course is to help teachers work with students in their classrooms with a new lens. Using past and current experiences will help navigate this learning and a case study assignment is required. However, we are committed to the ethical and legal responsibility to protect the privacy of the individuals referred to in the assignment and in conversation. Therefore, please do not use a child’s real name in conversations or in written form.

**Continuing Education & Professional Development Contact Information**  
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