

University of California – Riverside
Graduate School of Education
Fall Quarter 2019

Course Title: Social Emotional Learning in the Schools
Course Number: EDUC 184
Number of Units: 4 Units
Instructor Name: Michelle Stockdale, M.A., M.S.
Day and Time of Class: Mondays & Wednesdays, 7:00 - 8:20 p.m.
Course Meeting Place: MSE 116
Office Hours & Location: Mondays 8:30-9:30 p.m. (appt), Sproul 2201
UCR Email: michelle.stockdale@ucr.edu

Teaching Assistant: Michelle Heyman
Discussion Section #11: Wednesdays, 12:00 – 12:50 p.m.
Discussion Section #12: Wednesdays, 1:00 – 1:50 p.m.
Discussion Section #13: Thursdays, 1:00 – 1:50 p.m.
Office Hours & Location: Mondays 5:00-6:00 p.m. Sproul 2205
UCR Email: michelle.heyman@email.ucr.edu

CATALOG COURSE DESCRIPTION

Social Emotional learning in the Schools is a lecture course aimed to provide students with an overview of fostering social emotional competence in PK-12 settings. Students will be provided with examples of social emotional curriculum and how those domains can be applied in PK-12 settings and with special populations. Topics include cultural adaptations, generalization and maintenance, and trauma in the schools.

Course prerequisite(s): Upper-division standing or consent of instructor.

COURSE OBJECTIVES & LEARNING OUTCOMES

After successful completion of this course, students are expected to:

1. Learn the tenets of social and emotional learning.
2. Learn how to implement curriculum to improve social emotional learning.
3. Learn how to promote generalization and maintenance of social emotional skills.
4. Connect concepts and theories by participating in a group project designed to apply one aspect of a social emotional curriculum to an applied PK-12 setting.

UCR-GSOE POLICIES

STUDENTS WITH DISABILITIES POLICY

If you have a disability or believe you may have a disability, you can arrange for accommodations by contacting Student Disability Resource Center (SDRC) at 951-827-3861 (voice) or sdrc@ucr.edu (email). Students needing academic accommodations are required to register with SDRC and provide required disability-related documentation. If you have approved accommodation(s), you are advised to notify your instructor privately. The SDRC website <http://sdrc.ucr.edu> provides information about academic and non-academic supports and has additional contact information.

ATTENDANCE POLICY

GSOE takes seriously the need for students to attend and actively participate in classes; class absences and lack of participation undermine the learning process. Students who miss more than 20% of the course meeting are strongly urged to withdraw from the course. Instructors may also fail such students, except in the case of documented serious illness or immediate family emergency. Missing portions of classes, through persistent late arrival or early departure, can count toward the “more than 20% of class time.”

Attendance is measured by unannounced daily quizzes, class participation, in-class activities and reflection exercises that cannot be made up.

ACADEMIC HONESTY POLICY

Students are expected to conduct themselves and their work in a manner consistent with UCR’s policy on academic integrity. Academic misconduct includes, but is not limited to, cheating, fabrication and plagiarism (e.g., using another’s work or ideas without giving credit- intentionally or unintentionally). Submitting your own work more than once (e.g. for this class and another class, without both instructors’ knowledge and permission) is also a form of academic dishonesty and will result in an F. If you are at all unsure of what constitutes plagiarism or other forms of academic dishonesty, consult the UCR website for more information: <http://conduct.ucr.edu>. Please familiarize yourself with UCR’s policies and procedures regarding academic integrity, published in full in the General Catalog at <http://catalog.ucr.edu>.

WRITING POLICY

The Graduate School of Education believes that all students should exit its program with strong writing skills. As such, the quality of written composition as well as content will be factored into grades on students’ papers for all education classes.

COURSE POLICIES

ELECTRONIC COMMUNICATION POLICY

As a default, I will be sending class emails to your UCR email, as it is also the email UCR staff will use when sending you important emails. Plus, it will help get you into the habit of using a more professional email for school and for potential future work. When sending me an email, please include your last name, followed by the course number, and followed by the purpose of the email in the subject heading (Example: Evans – EDUC184 – Question about Final Exam). Keep in mind that I will respond within 24 hours during the week and within 48 hours on the weekend.

iLEARN: It is imperative that you access your iLearn account for updated materials, announcements, discussion prompts, reflections, and current grade book standing.

BEHAVIOR/CONDUCT

- Please arrive to class on time and leave when dismissed.
- No cell phones in class unless used for class activities. Please step outside to make or receive a call.
- Please be considerate and attentive during presentations and discussions. Do not text, draw or use your computer during presentations and discussions. Exceptions include the use of electronic devices for note-taking, in-class activities, or in-class quizzes.
- Please use appropriate language when sharing thoughts and opinions. We all have our own views, but the goal is to create an environment that encourages dialogue and personal growth.

UCR ACADEMIC RESOURCE CENTER

The Academic Resource Center (ARC) is the central resource for academic support at UCR. All students are strongly encouraged to visit the ARC, which is staffed by professional and student employees who are well trained to provide academic support and dedicated to fostering academic excellence. Resources provided by the ARC include Tutoring, Supplemental Instruction, Study Skills Workshops, as well as several peer mentoring programs. Participating in these services is most useful to students when used proactively for academic enrichment. Visit arc.ucr.edu or call 951-827- 3721 for more information about hours, location and the schedule of services.

WEEKLY READING ASSIGNMENTS & LECTURES

The reading assignments are indicated by week. Required articles and supplemental resources are located in iLearn. The text and articles should be read PRIOR to the lecture on that subject. The lectures will assume the readings as background material and will be used foundationally; readings should not be reviewed in class. Important to note is that some of the material may not be presented in class but may appear in exam questions. Review materials are intended to be reviewed and not studied; however, you should have an understanding of what the review materials are. Review materials are also available in iLearn for each respective week.

REQUIRED TEXTBOOK, ARTICLES & COURSE RESOURCES

REQUIRED TEXTBOOK: Katz, J. (2014). *Guiding Children's Social and Emotional Development: A Reflective Approach*. New York: Pearson.

REQUIRED ARTICLES (available in iLearn):

1. Belfield, C., Bowden, A. B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning. *Journal of Benefit-Cost Analysis*, 6(3), 508-544.
2. Christle, C. A., Jolivette, K., & Nelson, C. M. (2005). Breaking the school to prison pipeline: Identifying school risk and protective factors for youth delinquency. *Exceptionality*, 13, 69-88.
3. Cook, C. R., Frye, M., Slemrod, T., Lyon, A. R., Renshaw, T. L., Zhang, Y. (2015). An integrated approach to universal prevention: Independent and combined effects of PBIS and SEL on youths' mental health. *School Psychology Quarterly*, 30, 166-183.
4. Fronius, T., Persson, H., Guckenbun, S., Hurley, N., & Petrosino, A. (2016). Restorative justice in US schools: A research review. *Justice & Prevention Research Center*, 1-33.
5. Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58, 466-474.
6. Jones, S. M., & Bouffard, S. M. (2012). Social and emotional learning in schools: From programs to strategies. *Sharing Child and Youth Development Knowledge*, 26, 3-33.
7. Kincaid, D., Dunlap, G., Lern, L., Lane, K. L., Bambara, L. M., Brown, F., Fox, L., & Knoster, T. P. (2016). Positive behavior support: A proposal for updating and refining the definition. *Journal of Positive Behavior Interventions*, 18, 69-73.
8. Ko, S. J., Ford, J. D., Kassam-Adams, N., Berkowitz, S. J., Wilson, C., Wong, M., Brymer, M. J., Layne, C. M. (2008). Creating trauma-informed systems: Child welfare, education, first responders, health care, juvenile justice. *Professional Psychology: Research and Practice*, 39, 396-404.
9. Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S. (2016). A meta-analysis of the effects of classroom management strategies and classroom management programs on students' academic, behavioral, emotional, and motivational outcomes. *Review of Educational Research*, 86, 643-680.
10. McInerney, M. (2014). Unlocking the door to learning: Trauma-informed classrooms and transformational schools. *Education Law Center*, 1-24.

11. McIntosh, K., & MacKay, L. D. (2008). Enhancing generalization of social skills: Making social skills curricula effective after the lesson. *Beyond Behavior*, 18, 18-25.
12. Payton, J., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M. (2008). The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students: Findings from Three Scientific Reviews. Technical Report. *Collaborative for Academic, Social, and Emotional Learning* (NJ1).
13. Snapp, S. D., Hoening, J. M., Fields, A., & Russell, S. T. (2015). Messy, butch, and queer: LGBTQ youth and the school-to-prison pipeline. *Journal of Adolescent Research*, 30, 57-82.
14. Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88, 1156-1171.
15. Yang, C., Bear, G. G., & May, H. (2018). Multilevel associations between school-wide social-emotional learning approach and student engagement across elementary, middle, and high schools. *School Psychology Review*, 47, 45-61.

PRACTICE GUIDES AND SUPPLEMENTAL REVIEW MATERIALS (available on iLearn):

- A. Effective Social and Emotional Learning Programs: Preschool and Elementary School Edition
- B. Helping Traumatized Children Learn
- C. Managing Strong Emotional Reactions to Traumatic Events: Tips for Families and Teachers
- D. Navigating SEL from the Inside Out (pages 12-21)
- E. Sample SEL Lessons (CASEL)
 - a. Sample Teaching Activities to Support Core Competencies of Social and Emotional Learning
 - b. Examples of Social and Emotional Learning in Elementary Mathematics Instruction
 - c. Examples of Social and Emotional Learning in High School English Language Arts Instruction
 - d. Examples of Social and Emotional Learning in Middle School Social Studies Instruction
- G. Supporting Students Experiencing Childhood Trauma: Tips for Parents and Educators
- H. The National Child Traumatic Stress Network (NCTSN): Child Trauma Toolkit for Educators
- I. The National Child Traumatic Stress Network (NCTSN): The 12 Core Concepts for Understanding Traumatic Stress Responses in Children and Families
- J. The “What Are You Thinking?” Team

USEFUL WEBSITES

- <http://csefel.vanderbilt.edu/resources/strategies.html>
<https://casel.org>
<https://www.edutopia.org/social-emotional-learning>

LATE PAPERS/ASSIGNMENTS/MISSED EXAMS

All in-class assignments, quizzes, reflections, and discussions must be completed by assigned due dates. There are no extensions on any academic tasks for this course. In the event of extenuating circumstances, the instructor and students can meet to discuss how to accommodate the loss of learning or assessment opportunity on an individualized agreement.

Communication is key to your success. If something happens, please let me know and we can work through your options for success in the course.

COURSE SUMMARY OF POINTS

The gradebook calculations in iLearn are updated throughout the quarter. Points fluctuate as tasks are graded. Please keep track of your grades against the course summary of points respectively. Grades are calculated on a total points score.

#	Point Value	Course Tasks	Total Possible Points	% of Grade
13	10	Daily Quizzes	130	13%
13	10	Reflections	130	13%
17	10-25	In-Class Activities	250	24%
6	20	Weekly Discussions	120	12%
2	100	Exams	200	19%
1	200	Group SEL Paper & Presentation	200	19%
n/a	5-10	Extra Credit Opportunities	up to 30	
Total course points possible			1,030	100%

DAILY QUIZZES

In-class or online quizzes will include content from the textbook, supplemental required readings, and/or videos. Students must be well-prepared to take the quizzes at the start of the class. Be sure to arrive on time and read all of the assigned material before class. Quizzes will only be available to take during the first 10 minutes of class. There will be no make-up quizzes allowed.

CLASS PARTICIPATION: IN-CLASS ACTIVITIES & REFLECTION EXERCISES

10-25 points will be given during unannounced in-class activities. This may include credit for film notes, thoughtful discussion of the material, and/or in-class writing assignments. In-class Activities and Reflection Exercises will be assigned during and/or after lectures and must be completed and turned in during the respective class session. It is mandatory that you read the assigned readings prior to class lecture-- the in-class activities and reflection exercises rely heavily on your responsibility to understand the material before hand. Make-up Class Activities &/or Reflection Exercises are not an option in any circumstance. Point distribution may vary throughout the semester.

WEEKLY DISCUSSIONS

Each week on Wednesdays, a prompt will post in the discussion boards on iLearn that you are required to answer. Your personal response to the prompt will ALWAYS be due Fridays, midnight. These are responses you make directly to the discussion prompt. These posts should be approximately 300 words in length and convey your comprehension of the readings/topics. The responses should properly cite any readings or content where appropriate. This response alone is worth 10 of 20 discussion points.

In addition, you are required to respond to at least 1 of your classmates' posts. The peer responses are always due on Sunday, midnight. The responses you make to the other students' posts should be thoughtful, on topic, respectful and at least 100 words. This is worth 5 of the total 20 discussion points.

The final 5 of 20 discussion points will come from attending your discussion section. It is important to attend your discussion section to generate ideas and ask questions about the prompts and class lectures. The entire weekly discussion grade is based on the quality and substance of your participation -- not necessarily just the quantity or attendance.

EXAMS

The exams' format is multiple choice, true/false, and essays. No notes and/or books are permitted during exams. I reserve the right to move students during exams as deemed necessary. I also reserve the right to lock the doors 15 minutes after the exam has been distributed. There will be no make up exams.

GROUP SEL PAPER & PRESENTATION

The paper will be a 5-8 page writing assignment including a group oral and visual presentation of your SEL lesson/activity. The paper and presentation must be completed together. Meaning, you cannot receive credit for either without the completion of both. Each member of the group will be responsible for a specific section of the paper that will need to be turned in as a cohesive paper. This assignment will be an opportunity for you to translate the class content into a practical, theory-based and interest-driven manner. More details will be given at a later date. There will be absolutely no opportunity for a late paper/presentation.

EXTRA CREDIT OPPORTUNITIES

Some unannounced extra credit opportunities may also be available throughout the quarter. Extra credit will be given only upon the discretion of the instructor. Extra credit opportunities cannot be made up if randomly offered in class.

COURSE SCHEDULE/ TIMELINE

(Topics, activities, etc. are subject to change based on the determination of the instructor)

		Lecture Topics	Readings	Activities
<i>Week 1</i>	Mon. 9/30	Course Introduction	<ul style="list-style-type: none"> Print out syllabus from iLearn 	<ul style="list-style-type: none"> iLearn: Discussion #1, Due Fri & Sun, midnight
	Wed. 10/2	What is Social Emotional Learning?	<ul style="list-style-type: none"> Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. Social and emotional learning in schools: From programs to strategies. 	<ul style="list-style-type: none"> Quiz 1 In-class Activity Reflection
<i>Week 2</i>	Mon. 10/7	Social Emotional Development and the Reflective Process	<ul style="list-style-type: none"> Katz, Ch.1 The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students: Findings from Three Scientific Reviews. Technical Report. Effective Social and Emotional Learning Programs: Preschool and Elementary School Edition 	<ul style="list-style-type: none"> Quiz 2 In-class Activity Reflection
	Wed. 10/9	Teacher Self-Reflection	<ul style="list-style-type: none"> Katz, Ch.2 Navigating SEL from the Inside Out (pages 12-21) 	<ul style="list-style-type: none"> Quiz 3 In-class Activity Reflection Discussion #2 (Due Fri & Sun, midnight)
<i>Week 3</i>	Mon. 10/14	Relationship-Based Guidance	<ul style="list-style-type: none"> Katz, Ch.3 Enhancing generalization of social skills: Making social skills curricula effective after the lesson. 	<ul style="list-style-type: none"> Quiz 4 In-class Activity Reflection
	Wed. 10/16	Individualized and Developmentally Appropriate Guidance	<ul style="list-style-type: none"> Katz, Ch.4 Positive behavior support: A proposal for updating and refining the definition 	<ul style="list-style-type: none"> Quiz 5 In-class Activity Reflection Discussion #3 (Due Fri & Sun, midnight)
<i>Week 4</i>	Mon. 10/21	Contextually Informed and Culturally Appropriate Guidance	<ul style="list-style-type: none"> Katz, Ch.5 Multilevel associations between school-wide social-emotional learning approach and student engagement across elementary, middle, and high schools. 	<ul style="list-style-type: none"> Quiz 6 In-class Activity Reflection
	Wed. 10/23	Supporting Self-Regulation Skills	<ul style="list-style-type: none"> Katz, Ch.6 A meta-analysis of the effects of classroom management strategies and 	<ul style="list-style-type: none"> Quiz 7 In-class Activity Reflection

			classroom management programs on students' academic, behavioral, emotional, and motivational outcomes.	<ul style="list-style-type: none"> • Discussion #4 (Due Fri & Sun, midnight)
Week 5	Mon. 10/28	Fostering Autonomy: Wonder, Confidence and Motivation	<ul style="list-style-type: none"> • Katz, Ch.7 • An integrated approach to universal prevention: Independent and combined effects of PBIS and SEL on youths' mental health 	<ul style="list-style-type: none"> • Quiz 8 • In-class Activity • Reflection
	Wed. 10/30	Promoting Empathy and a Sense of Community	<ul style="list-style-type: none"> • Katz, Ch.8 • Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects 	<ul style="list-style-type: none"> • Quiz 9 • In-class Activity • Reflection • Discussion #5 (Due Fri & Sun, midnight)
Week 6	Mon. 11/4	Synchronizing Communication: What Links People to People	<ul style="list-style-type: none"> • Katz, Ch.9 • The economic value of social and emotional learning (review) 	<ul style="list-style-type: none"> • Quiz 10 • In-class Activity • Reflection
	Wed. 11/6	Midterm Exam		
Week 7	Mon. 11/11	Veterans Day No Class		
	Wed. 11/13	Trauma Informed Practices	<ul style="list-style-type: none"> • The National Child Traumatic Stress Network (NCTSN): The 12 Core Concepts for Understanding Traumatic Stress Responses in Children and Families • Helping Traumatized Children Learn • Supporting Students Experiencing Childhood Trauma: Tips for Parents and Educators • The National Child Traumatic Stress Network (NCTSN): Child Trauma Toolkit for Educators • Managing Strong Emotional Reactions to Traumatic Events: Tips for Families and Teachers 	<ul style="list-style-type: none"> • Quiz 11 • In-class Activity • Reflection
Week 8	Mon. 11/18	The School to Prison Pipeline	<ul style="list-style-type: none"> • Breaking the school to prison pipeline: Identifying school risk and protective factors for youth delinquency. • Messy, butch, and queer: LGBTQ youth and the school-to-prison pipeline. • Creating trauma-informed systems: Child welfare, education, first responders, health care, juvenile justice. 	<ul style="list-style-type: none"> • Quiz 12 • In-class Activity • Reflection
	Wed. 11/20	Restorative Justice	<ul style="list-style-type: none"> • Restorative justice in US schools: A research review. • Unlocking the door to learning: Trauma-informed classrooms and transformational schools. 	<ul style="list-style-type: none"> • Quiz 13 • In-class Activity • Reflection • Discussion #6 (Due Fri & Sun, midnight)

<i>Week 9</i>	Mon. 11/25	Group Research	<ul style="list-style-type: none"> • iLearn Check-in
	Wed. 11/27	Finalize Presentations	<ul style="list-style-type: none"> • iLearn Check-in • PPTs to Stockdale Due: 12/1, midnight
<i>Week 10</i>	Mon. 12/2	Group Presentations	<ul style="list-style-type: none"> • Presentation Reflections
	Wed. 12/4		
<i>Finals Week</i>	12/7- 12/13	iLearn Check-in Online Final, Course Survey, & Extra Credit	