

**Quality Educational Programs, Inc.**

1891 North Gaffey Street #228  
San Pedro CA 90731  
800-486-8650

# **Teaching Students Responsible Behavior II: Social-Emotional Learning**

**A Distance Learning Graduate Course**

**Course Syllabus**

© 2011 Quality Educational Programs, Inc.

---

If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far.

*Daniel Goleman*

In terms of character development, social and emotional learning enables and inspires character traits such as respect for self and others, personal and social responsibility, optimism, a strong work ethic, perseverance, compassion, cooperation, and honesty.

Jonathan C. Erwin

---

## Acknowledgements

This course was made possible  
through the cooperation and contributions of

Jonathan C. Erwin

\_\*\_

CARE for Kids,  
Jefferson County Public Schools,  
Louisville, Kentucky

Lewiston-Porter Primary Education Center  
Youngstown, New York

Roy B. Kelley Elementary School  
Lockport, New York

Lockport High School  
Lockport, New York

Lockport City School District  
Lockport, New York

\_\*\_

Articles included in the Course of Study  
are used by permission through the courtesy of  
The Association for Supervision and Curriculum Development

---

## Rationale

### Benefits of Social-Emotional Learning (SEL)

Schools that create socially and emotionally sound learning and working environments, and that help students and staff develop greater social and emotional competence, in turn help ensure positive short-and long-term academic and personal outcomes for students, and higher levels of teaching and work satisfaction for staff.

SEL improves students' positive behavior and reduces negative behavior. It *promotes* young people's academic success, health, and wellbeing at the same time that it *prevents* a variety of problems such as alcohol and drug use, violence, truancy, and bullying.

A large body of scientific research has determined that effective SEL in schools significantly improves students':

- Social-emotional skills
- Attitudes about self and others
- Social interactions

It also decreases their levels of emotional distress and discipline problems.

SEL is also associated with significant improvements in students' academic performance and attitudes toward school. A landmark review found that students who receive SEL instruction had more positive attitudes about school and improved an average of 11 percentile points on standardized achievement tests compared to students who did not receive such instruction.

SEL prepares young people for success in adulthood. SEL helps students become good communicators, cooperative members of a team, effective leaders, and caring, concerned members of their communities. It teaches them how to set and achieve goals and how to persist in the face of challenges. These are precisely the skills that today's employers consider important for the workforce of the future.

### Benefits of SEL » SEL & Academics

It is likely that every educator has directly experienced the positive and negative influences of affect on student learning. After all, what teacher has not felt the frustration of working with a capable student who has neither the motivation nor the perseverance to perform to capacity? What teacher has not had seen a student's

---

ability to concentrate in class regularly undermined by emotionally upsetting situations occurring inside or outside of school? Conversely, what educator has not experienced the joy of watching an enthused and engaged student test out new ideas, try out yet another one when the first doesn't work, and positively beam when they get finally achieve the desired result?

Such affective influences on learning, long recognized by teachers, are now also being increasingly corroborated by a body of research. Accumulating research makes the compelling case that social and emotional factors are integral to academic learning and positive educational outcomes for students. SEL has been found to improve academic attitudes (motivation and commitment), behaviors (attendance, study habits, cooperative learning), and performance (grades, test scores and subject mastery) (Zins et al., 2004). A recently completed research synthesis (or more formally, meta-analysis) of 270 SEL programs found that SEL interventions significantly improved students' attachment and attitudes towards school while decreasing rates of violence/aggression, disciplinary referrals, and substance use (Weissberg et al, manuscript in progress).

*The Cooperative for Academic, Social and Emotional Learning*  
<http://www.casel.org>

## **Video Instructor** **Jonathan C. Erwin**

In his 11 years as a middle and senior high school teacher, Jon Erwin taught English and a variety of electives to students in grades 7-12, coached track and cross country, and directed several plays and musicals. From 1996 to 2003, Jon was a staff development and curriculum specialist with the Board of Cooperative Educational Services (BOCES) serving a three-county region around Elmira, New York. He has been a faculty member of the William Glasser Institute since 1995, is an adjunct faculty member of Elmira College, and is a part-time professor at Lock Haven University. Jon is also the founder and director of The Choice Players, a group of students, ages 12-19, who learn Choice Theory and teach it to others at local and national conferences and workshops. Jon is the author of *The Classroom of Choice: Giving Students What They Need and Getting What You Want* (ASCD, 2004) and *Inspiring the Best in Students: Improving Academics and Character Through Social-Emotional Learning* (ASCD, 2010). Jon now works as an independent educational consultant based in western New York.

---

## **Course Title**

"Teaching Students Responsible Behavior II: Social-Emotional Learning"

## **Course Description**

"Teaching Students Responsible Behavior II: Social-Emotional Learning" is a three semester hour graduate course designed for K-12 teachers. In this course, participants will develop and demonstrate an understanding of social-emotional learning and how it can impact both academic achievement and classroom behavior. Participants will engage in activities through which they will learn, plan to use, and implement strategies designed to teach students social-emotional and self-management skills.

## **Course Goals**

On completion of this course, participants will be able to demonstrate an understanding of social-emotional learning as integrated with a Choice Theory-based approach to behavior management and will be able to develop and implement classroom strategies to promote student character development and responsible student behavior.

## **Course Outline**

In the following outline, the term "Course of Study" refers to a study plan that includes required reading, video viewing, worksheets, application assignments and progress reports.

Session #1: Choice Theory and Social-Emotional Learning: An Introduction

Objectives: To have participants understand the scope and sequence of this course, to expose them to key concepts, to have them preview course videos and lessons, and to have them set a course goal.

---

Assignments and Activities: Required reading assignments in course text and course of study book, viewing the video for this session, completing learning activities, and set of a learning goal for the course.

Session #2: Choice Theory and Social-Emotional Learning: Why Teach Social-Emotional Skills?

Objectives: To have participants demonstrate an understanding of why SEL cannot be left to chance and SEL skills must be taught to students; to have participants learn classroom activities that develop trusting relationships; create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #3: Choice Theory and Social-Emotional Learning: Research and SEL

Objectives: To have participants demonstrate an understanding of the benefits of SEL that are indicated by research; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course readings.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #4: Choice Theory and Social-Emotional Learning: SEL and Curriculum Connections

Objectives: To have participants demonstrate an understanding of how SEL skills can be taught integrated with curriculum; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

---

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #5: Choice Theory and Social-Emotional Learning: Perceptions and Reality

Objectives: To have participants demonstrate an understanding of how perceptions affect our decision making; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #6 : Choice Theory and Social-Emotional Learning: Emotions and Behavior

Objectives: To have participants demonstrate an understanding the behavioral car metaphor can support SEL; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #7: Choice Theory and Social-Emotional Learning: Choice Theory and Emotions

Objectives: To have participants demonstrate an understanding of how to choice theory relates to social-emotional learning; to have participants view a classroom activity in which students discuss emotions; to have participants create, implement, and evaluate a les-

---

son or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #8: Choice Theory and Social-Emotional Learning: Emotional Graffiti

Objectives: To have participants demonstrate an understanding of how to teach students to identify and define emotions; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #9: Choice Theory and Social-Emotional Learning: Managing Stress and Anger

Objectives: To have participants demonstrate an understanding of how to teach students to use a “Tune-Up” process to control stress and anger; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course readings.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #10: Choice Theory and Social-Emotional Learning: Perceptions and Stereotyping

Objectives: To have participants demonstrate an understanding of ways to recognize and understand emotions in others; to have participants view a class meeting on stereotyping to have participants create, implement, and evaluate a lesson or unit based either on the

---

techniques demonstrated in the video or strategies suggested in the course readings.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #11: Choice Theory and Social-Emotional Learning: Solving Behavior Problems

Objectives: To have participants view examples of applying course content to several real-life classroom problems; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course readings.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #12: Choice Theory and Social-Emotional Learning: Intense Situations

Objectives: To have participants demonstrate an understanding of how to respond effectively to a violent or potentially violent classroom problem; to have participants view an example of a teacher properly responding to an intense classroom situation; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course readings.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #13: Choice Theory and Social-Emotional Learning: Applying Strategies

---

Objectives: To have participants review the material presented in the course text and to select one technique and design a lesson or activity based on it; to have participants implement their lesson or activity and evaluate its effectiveness.

Assignments and Activities: Required reading in text and course of study, assigned video viewing, course of study supplementary activities, and the creation, implementation, and evaluation of a lesson or unit based on the content presented in this session.

Session #14: Choice Theory and Social-Emotional Learning: Self-Select Study

Objectives: To have participants select a video from one of the previous lessons to view again and to develop another lesson based on its content; or, to select a topic of their choosing for further research.

Assignments and Activities: Required reading in course text, viewing of video, course of study supplementary readings and activities, and the creation and evaluation of a lesson or unit.

Session #15: Choice Theory and Social-Emotional Learning: Reflection, Synthesis, and Planning

Objectives: To have participants reflect on their course experience and on insights gained in the course; to have participants identify those course concepts that most apply to their teaching situation; to have participants develop a plan for the future use of the knowledge and skills gained in this course.

Assignments and Activities: Required reading in text and course of study, course of study supplementary activities, and the completion of the reflection, synthesis, and planning assignment.

---

## Participant Characteristics

This course is designed for teachers and administrators in grades kindergarten through twelve. Participants will have a bachelor's degree and a valid teacher credential (if applicable). There are no other prerequisites.

## Instructional Materials

Instructional materials for this course include:

a.) Text: Erwin, J. (2010) *Inspiring the Best in Students: Improving Academics and Character Through Social-Emotional Learning*. Alexandria, VA: ASCD. (ISBN 13: 978-1-4166-0979-7)

b.) Course Media (All videos produced in 2010):

Video #1: Choice Theory and Social-Emotional Learning: An Introduction

Video #2: Choice Theory and Social-Emotional Learning: Why Teach SEL Skills?

Video #3: Choice Theory and Social-Emotional Learning: SEL and Research

Video #4: Choice Theory and Social-Emotional Learning: SEL and Curriculum Connections

Video #5: Choice Theory and Social-Emotional Learning: Perceptions and SEL

Video #6: Choice Theory and Social-Emotional Learning: Emotions and Behavior Connections

Video #7: Choice Theory and Social-Emotional Learning: Choice Theory and Emotions

Video #8: Choice Theory and Social-Emotional Learning: Emotional Graffiti

Video #9: Choice Theory and Social-Emotional Learning: Managing Stress and Anger

Video #10: Choice Theory and Social-Emotional Learning: Perceptions and Stereotyping

---

Video #11: Choice Theory and Social-Emotional Learning: Solving Behavior Problems

Video #12: Choice Theory and Social-Emotional Learning: Intense Situations

c.) Course of Study.

This book contains articles, summaries of course content, pre-video viewing activities, discussion questions, group activities, individual activities, worksheets, classroom application assignments, and learning reports.

d.) Bibliography

e.) Internet Resources

## **Learning Activities**

1. For each of the fifteen (15) sections of this course, participants will complete the following activities:

a.) Read the assigned reading in the course of study.

b.) Participate in a study/preparation activity with a colleague.

NOTE: While benefits are greatest when participants take this course as a part of a study team, participants can successfully complete course requirements by working with a friend or colleague who is not enrolled in the course; or, by reflecting upon the material and considering how they might use it in their teaching situations.

c.) View instructional videos.

d.) Discuss (see above note) course material in terms of participants' own students.

- 
- e.) Record summary of discussion activities in progress report
- f.) Design, implement, and evaluate an application of course content in their teaching situation.
- NOTE: If participants are taking this course during the summer or at a time when they do not have access to a classroom, they follow these directions with respect to classroom application projects.
1. If they choose to design a classroom lesson or activity for their project, they design it for a class that they have had in the past.
  2. Instead of implementing their activity in a classroom, they share their activity design with a colleague and ask for their input.
  3. Based on the input received from their colleagues, they make whatever changes they feel are appropriate to improve their activity design.
- g.) Summarize classroom application design, application experience, and evaluation in progress report.
2. Submit a final paper.

## **Course Outcomes**

As a result of their work in this course, participants will be able to:

- 1.) Demonstrate proficiency in teaching social-emotional skills to their students.
- 2.) Demonstrate proficiency in the use of social-emotional strategies in concert with choice theory concepts to promote responsible student behavior.
- 3.) Demonstrate proficiency in evaluating other teachers' use of course strategies to teach social-emotional skills and develop character.
- 4.) Develop, implement, and evaluate various classroom strategies to support course content.
- 5.) Develop a systematic plan to achieve the goal set at the beginning of the course relative to using course concepts to improve student behavior and learning.
- 6.) Evaluate the effectiveness of their systematic plan.
- 7.) Reflect upon their course experience and plan for the future use of knowledge and skills gained in this course.

---

## **Progress Reporting and Assessment**

Participant achievement will be measured by a combination of the following:

A. An evaluation of participant's 15 progress reports. (Outcomes 1, 2, 3, and 4.)

Each progress report will be evaluated for:

- completeness and quality of responses.
- accuracy of information.
- appropriateness of classroom application.
- quality of reflection.

B. An evaluation of participant's professional paper. (Outcomes 5, 6, and 7.)

The professional paper will be evaluated for:

- inclusion of required components.
- synthesis and analysis of course concepts.
- presentation in an organized, professional manner.

---

## References and Bibliography

- Anderson, S. A. (1994). *Synthesis of research on mastery learning*. Washington, DC: National Educational Association (ERIC Document Reproduction Service No. ED382567).
- Barton, L. G. (1997). *Quick flip questions for critical thinking*. Dana Point, CA: Edupress, Inc
- Belvel, P. (2003) *Rethinking classroom management : strategies for prevention, intervention, and problem solving*. Thousand Oaks, CA : Corwin Press.
- Bluestein, m J. (2008) *The win-win classroom: a fresh look at classroom management*. Thousand Oask, CA Corwin Press.
- Bluestein, Jane. (1999) *21st century discipline : teaching students responsibility and self-management*. Torrance, CA : Fearon Teacher Aids.
- Bloom, B. S. (1968). Learning for mastery. *Evaluation Comment (UCLA-CSIEP)*, 1(2), 1–12.
- Blum, R.W., McNeely, C.A., & Rinehart, P.M. (2002). *Improving the odds: the untapped power of schools to improve the health of teens*. Minneapolis: University of Minnesota, Center for Adolescent Health and Development.
- Bransford, J.D., Brown, A.L. and Cocking, R.R. (1999). *How people learn: Brain, mind, experience, and school*. National Academy Press.
- Bryk, A. S., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. New York: Russell Sage Foundation.
- Cangelosi, J. (2004) *Classroom management strategies : gaining and maintaining students' cooperation*. Hoboken, NJ : Wiley.
- Charles, C. M. (2005) *Elementary classroom management*. Boston, MA : Pearson/Allyn and Bacon.
- Christian, S. G., & Tubesing, N. L. (1997). *Instant icebreakers: 50 powerful catalysts for group interaction and high-impact learning*. Duluth, MN: Whole Person.

- 
- Covey, S. R. (1989). *The seven habits of highly effective people*. New York: Simon & Schuster, Inc.
- Craigien, J., & Ward, C. (1994). *What's this got to do with anything*. Ajax, ON: Visutronx.
- Developmental Studies Center. *Making meaning preliminary research results*. Accessed Jan. 31, 2008 at [http://www.devstu.org/making\\_meaning/results.html](http://www.devstu.org/making_meaning/results.html)
- Diffily, D. (2006) Positive teacher talk for better classroom management. New York, NY : Scholastic.
- Dymnicki, A. B. *The impact of school-based social and emotional development programs on academic performance*. Master's thesis in progress, University of Illinois at Chicago, Chicago.
- Elias, M. J. Strategies to infuse social and emotional learning into academics. In J. E. Zins, R. P. Weissberg, M. C. Wang, H. J. Walberg (Eds). *Building academic success on social and emotional learning: What does the research say?* New York, NY: Teachers College Press.
- Ellis, A. K., & Fouts, J. T. (1997). *Research on educational innovations*. Larchmont, NY: Eye on Education.
- Emmer, E. (2006) *Classroom management for middle and high school teachers*. Boston, MA : Pearson/Allyn and Bacon.
- Erwin, J. (2004) *The Classroom of Choice: Giving Students What They Need and Getting What You Want*. Alexandria, VA: ASCD.
- Erwin, J. (2010) *Inspiring the Best in Students: Improving Academics and Character Through Social-Emotional Learning*. Alexandria, VA: ASCD.
- Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: HarperCollins Publishers.
- Glasser, W. (1969). *Schools without failure*. New York: Harper & Row Publishers, Inc.
- Glasser, W. (1984). *Control theory: A new explanation of how we control our lives*. New York: Harper & Row Publishers, Inc.

---

Glasser, W. (1992). *The quality school: Managing students without coercion*. New York: HarperPerennial.

Glasser, W. (1998). *Choice Theory: A new psychology of personal freedom*. New York: HarperCollins Publishers.

Glasser, W. (2000a). *Counseling with Choice Theory: The new reality therapy*. New York: HarperCollins Publishers.

Glasser, W. (2000b). *Every student can succeed*. Chula Vista, CA: Black Forest Press.

Goldman, D. (1995). *Emotional intelligence*. New York: Bantam Books.

Gottfredson, D.C., Gottfredson, G.D., & Hybl, L.G. (1993). *Managing adolescent behavior: A multiyear, multischool study*. *American Educational Research Journal*, 30(1), 179-215.

Guskey, T. R. (1997). *Implementing mastery learning*. Belmont, CA: Wadsworth.

Hargis, C. H. (1995). *Curriculum based assessment: A primer*. Springfield, IL: Charles C. Thomas Publisher.

Harlan, J. (2002) *Behavior management strategies for teachers : achieving instructional effectiveness, student success, and student motivation--every teacher and any student can!* Springfield, IL: Charles C. Thomas.

Harmin, M. (1995). *Inspiring discipline*. West Haven, CT: NEA Professional Library.

Harris, D. (2000). *Synergy: Connecting to the power of cooperation*. Salt Lake City, UT: Franklin Covey Company.

Hawkins JD, Catalano RF, Kosterman R, Abbott RD, & Hill KG (1999). *Preventing adolescent health-risk behaviors by strengthening protection during childhood*. *Archives of Pediatrics & Adolescent Medicine*, 153(3): 226-234

Hawkins JD, Graham JW, Maguin E, Abbott RD, & Catalano RF (1997). Exploring the effects of age of alcohol use initiation and psychosocial risk factors on subsequent alcohol misuse. *Journal of Studies on Alcohol*, 58(3): 280-290.

---

Hawkins, J. D., Smith, B. H., & Catalano, R. F. (2004). Social development and social and emotional learning. In: J. E. Zins, R. P. Weissberg, M. C. Wang, & H. J. Walberg, (Eds), *Building academic success on social and emotional learning. What does the research say?* (pp. 135-150). New York: Teachers College Press.

Henton, M. (1996). *Adventure in the classroom: Using adventure to strengthen learning and build a community of life-long learners*. Dubuque, IA: Kendall Hunt Publishing Company.

Isenberg, J., & Quisenberry, N. (1988). Play: A necessity for all children. A position paper. Olney, MD: Association for Childhood Education International.

Jensen, E. (1997). *Brain compatible strategies*. Del Mar, CA: Turning Point Publishing.

Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1993). *Circles of learning: Cooperation in the classroom*. Edina, MN: Interaction Book Company.

Kagan, S. (1994). *Cooperative learning*. San Clemente, CA: Kagan Publishing.

Kagan, S. (2000). *Silly sports and goofy games*. San Clemente, CA: Kagan Publishing.

Khatri, Daryao S. (2005). *Color-blind teaching : excellence for diverse classrooms*. Lanham, MD : Scarecrow Education.

Kise, J. (2007) *Differentiation through personality types : a framework for instruction, assessment, and classroom management*. Thousand Oaks, CA : Corwin Press.

Kohn, A. (1993). *Punished by rewards: The trouble with gold stars, incentive plans, A's, and other bribes*. Boston: Houghton Mifflin.

Kohn, A. (1999). *The schools our children deserve*. Boston: Houghton Mifflin. Learning First Alliance. (2001). *Every child learning: Safe and supportive schools*. Washington, D.C.: Author

Lindberg, J. (2006) *Common-sense classroom management for elementary school teachers*. Thousand Oaks, CA : Corwin Press.

---

Loomans, D. & Kolberg, K. J. (1993). *The laughing classroom: Everyone's guide to teaching with humor and play*. Tirburon, CA: H. J. Kramer.

Marzano, R. J., & Pickering, D. J. (1997). *Dimensions of learning teacher's manual*. 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. (2001) *Classroom instruction that works : research-based strategies for increasing student achievement*. Alexandria, VA : Association for Supervision and Curriculum Development.

McCarthy, B. (1987). *4MAT system: Teaching to learning styles with right-left mode techniques*. Wauconda, IL: About Publishing.

Meier, D. (1999). Accelerated learning course builder. [Multimedia toolkit] Lake Geneva, WI: Center for Accelerated Learning.

Munro, S., O'Brien, M.U., Payton, J., and Weissberg, R.P. (2006). Cooperative learning helps create the essential skill of working (and compromising) within a group. *Edutopia*, 2(6), 53-58.

Orange, C. (2005) *44 smart strategies for avoiding classroom mistakes*. Thousand Oaks, CA : Corwin Press.

Ornish, D. (1998). *Love & survival: The scientific basis for the healing power of intimacy*. New York: HarperCollins.

Osterman, K. E. 2000. "Students' Need for Belonging in the School Community." *Review of Educational Research*. 70: 323–367.

Pianta, R. C. (1999). *Enhancing relationships between children and teachers*. Washington, DC: American Psychological Association

Reider, B. (2005) *Teach more and discipline less: preventing problem behaviors in the K-6 classroom*. Thousand Oaks, CA : Corwin Press.

Rohnke, K. (1984). *Silver bullets: A guide to initiative problems, adventure games, stunts, and trust activities*. Hamilton, MA: Project Adventure; and Dubuque, IA: Kendall/Hunt Publishing Company.

Rohnke, K. (1996). *Funn stuff*. Dubuque, IA: Kendall/Hunt Publishing Company.

---

Rutherford, P. (1998). *Instruction for all students*. Alexandria, VA: Just ASK Publications.

Ryan, A.M., & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal*, 38(2), 437-460.

Salovey, P., & Sluyter, D. J. (Eds.). (1997). *Emotional development and emotional intelligence: Educational implications*. New York: Basic Books.

Schaps, E., Battistich, V. & Solomon, D. (2004). Community in school as key to student growth: Findings from the Child Development Project. In J. Zins, R.

Shaw, V. (1992). *Community building in the classroom*. San Juan Capistrano, CA: Kagan Cooperative Learning.

Shonkoff, J.P. and Phillips, D.A. (2000). *From neurons to neighborhoods: The science of early childhood development*. National Academy Press.

Stevahn, L., Johnson, D. W., Johnson, R. T., Real, D. (1996). The impact of a cooperative or individualistic context on the effectiveness of conflict resolution training. *American Educational Research Journal*, 33, 801-825.

Silberman, M. L. (1996). *Active learning: 101 strategies to teach any subject*. Boston: Allyn and Bacon.

Sloane, P. & MacHale, D. (1994). *Great lateral thinking puzzles*. New York: Sterling Publishing Company.

Sullo, R. A. (1997). *Inspiring quality in your school: From theory to practice*. West Haven, CT: NEA Professional Library.

Sullo, R. A. (1999). *The inspiring teacher: New beginnings for the 21st century*. West Haven, CT: NEA Professional Library.

Traynor, P. (2005) *Got discipline? : research-based practices for managing student behavior*. Irvine, CA : EduThinkTank Research Group, 2005.

Tobler, N. & H. Stratton (1997). Effectiveness of school-based drug prevention programs: A meta-analysis of the research. *Journal of Primary Prevention* 18 (1), 71-128.

---

Wang, M. C., Haertel, G. D., & Walberg, H. J. (1997). Learning influences. In H. J. Walberg & G. D. Haertel (Eds.), *Psychology and educational practice* (pp. 199-211). Berkeley, CA: McCatchan.

Weissberg, R. P., Durlak, J. A., Taylor, R. D., & Dymnicki, A. B. (2006). Does *Promoting Social and Emotional Learning Enhance School Success: Results and Implications of a Meta-analysis*, Manuscript in progress.

Weissberg, M. Wang, & H. Walberg (Eds.), *Building academic success on social and emotional learning: What does the research say?* New York: Teachers College Press

Wong, H. K., & Wong, R. T. (1998). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications.

Wubbolding, R. E. (1988). *Using reality theory*. New York: HarperCollins.

Zins, J.E., Weissberg, R.P., Wang, M.C., & Walberg, H.J. (Eds). (2004). *Building academic success on social and emotional learning: What does the research say?* New York, NY: Teachers College Press.

## Internet Resources

Social-Emotional Learning  
<http://www.casel.org/>

---

The Cooperative for Academic, Social, and Emotional Learning (CASEL) website is an excellent source of information on social-emotional learning.

NYU Child Study center

[http://www.aboutourkids.org/articles/social\\_emotional\\_learning\\_what\\_it\\_how\\_can\\_we\\_use\\_it\\_help\\_our\\_children](http://www.aboutourkids.org/articles/social_emotional_learning_what_it_how_can_we_use_it_help_our_children)

Another good source of information about social-emotional learning including tips for parents.

Jonathan C. Erwin's Website

<http://www.inspiringmotivation.com/>

Jon's website contains information about his publications and workshops.

Discipline Resource for Parents

<http://www.solvingdisciplineproblems.com/>

This site presents information for parents about choice theory and responsibility. Included is a free course for parents about applying choice theory to common home discipline problems.

Classroom Management: Elementary Resources

[http://www.internet4classrooms.com/links\\_grades\\_kindergarten\\_12/elementary\\_classroom\\_management.htm](http://www.internet4classrooms.com/links_grades_kindergarten_12/elementary_classroom_management.htm)

This site has multiple links to websites with classroom management information on a variety of topics of interest to elementary school teachers.

Classroom Management: Middle-Secondary Resources

[http://www.internet4classrooms.com/links\\_grades\\_kindergarten\\_12/middle\\_school\\_classroom\\_management.htm](http://www.internet4classrooms.com/links_grades_kindergarten_12/middle_school_classroom_management.htm)

This site has multiple links to websites with classroom management information on a variety of topics of interest to middle and high school teachers.

Teaching Today

<http://teachingtoday.glencoe.com/downloads/topic/classroom-management>

Provides teaching tips, lesson plans, and more.

Classroom Management

<http://www.intime.uni.edu/model/teacher/teac3summary.html>

"Classroom Management" is a web site which clearly identifies three major fundamentals of teaching; i.e., content, conduct and covenant management.

Behavior Management Forms

---

<http://www.teachervision.fen.com/classroom-discipline/resource/6283.html>

Point charts, awards, certificates, behavior contracts, and more.

Tips for Helping Teachers Ease Students' First Day of School Jitters

<http://k6educators.about.com/od/classroommanagement/p/firstdayanxiety.htm>

Tips for helping anxious young students deal with their first day of school jitters and clinginess to parents.

How to Hold Regular Class Meetings

<http://k6educators.about.com/od/classroommanagement/a/communitycircs.htm>

By holding regular class meetings, you can help maintain a safe and friendly environment for your elementary school students. Class meetings can also be called Community Circle and they really help with student discipline.

Quiet Students Without Saying a Word

<http://k6educators.about.com/cs/classroommanageme3/a/nonverbalmethod.htm>

Quiet students mean a productive and happy classroom atmosphere. Try these simple nonverbal methods for maintaining class control.

Classroom Rewards That Are No-Cost But Highly Effective

<http://k6educators.about.com/od/classroommanagement/a/simplerewards.htm>

Don't spend your hard-earned money buying little material rewards for your students. See how you can spend nothing and get a whole lot of great behavior in return!

The Teacher's Guide: Classroom Management

<http://www.theteachersguide.com/ClassManagement.htm>

This web site provides the teacher with constructive information regarding all facets of discipline occurring within the classroom. Various links provide beneficial and acceptable practices in assuming and maintaining control of the classroom.

Classroom Management: Discipline & Organization

<http://www.canteach.ca/elementary/classman.html>

This unique web site offers a variety of approaches in encouraging students to become more inventive by offering a diverse range of challenges and objectives such as pledges and fundraising projects.

ERIC Digest

<http://www.ericdigests.org/1995-1/behavior.htm>

Major topics covered in this material include; preventing misbehavior, establishing rules, student motivation, token economy systems, decreasing undesirable behavior, punishment, individual and group management methods, and guidelines for

---

management.

#### Classroom Management Technology Tools

<http://jc-schools.net/tutorials/classroom/management.htm>

This web site has been created by the Jefferson County Schools in Dandridge, Tennessee. This URL will take the user directly to the web page about Classroom Management Technology Tools.

#### ProTeacher Web Directory

<http://www.proteacher.com/030000.shtml>

The Proteacher Web Directory is a commercial Web Site with multiple topics. On this site there are multiple links with frequent updates on topics for teachers. This URL will take the user directly to the topic of Classroom Management.

#### Classroom Management Article

[http://www.brains.org/classroom\\_management.htm](http://www.brains.org/classroom_management.htm)

An interesting article describing various theories of classroom management including Glasser's, Ginott's and Jones' models.

#### Dr. William Glasser

[http://wik.ed.uiuc.edu/index.php/Glasser,\\_William](http://wik.ed.uiuc.edu/index.php/Glasser,_William)

An excellent resource with information about Dr. Glasser's ideas and how they apply in the education setting.

#### William Glasser Institute

<http://www.wglasser.com>

The mission of The William Glasser Institute is to teach all people choice theory and to use it as the basis for training in reality therapy, Glasser Quality Schools and lead-management.