WICHITA STATE
COLLEGE OF EDUCATION

Social Emotional Learning in the School Community
PROFESSIONAL LEARNING
(Graduate Level)
June 20-23, 2016
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**Professional Learning**

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Monday, June 20, 2016

9:00 AM – 12 Noon

Opening Session

College of Education Welcome, Dr. Ashlie Jack

Keynote Address:  *Trauma Informed Care: Developing a Trauma Sensitive School*

**Presenter:** Rick Gaskill

The Joy of Stress

**Presenter:** Dr. Jody Fiorini, Department Chair, Department of Counseling, Educational leadership, Educational and School Psychology

Target Audience: All Social Emotional Learning in the School Community attendees

1:00-4:00 PM

Understanding Students Who Have Experienced Trauma and Neglect.

**Presenters:** Kate Brecheisen, LMSW, Nikki Coppins, LSCSW, Dr. Rick Gaskill, Nancy Mueller, Principal, and Ben Walter, School Psychologist

**Target Audience:** Early Childhood Educators, Elementary Educators, Middle School Educators, Secondary Educators, Special Education Educators, School Counselors, School Psychologist, Educational Administrators

Participants will learn the basics of brain development and how trauma and neglect and abuse affect students socially, emotionally, and academically. Participants will be exposed to the philosophy of the Neurosequential Model in Education (NME), including how the theory can be a lens through which to view children who are victims of trauma and neglect, and how that new perspective can lead to interventions and supports that promote success in the classroom.

Participants will engage in case study activities to see how a shift in thinking about students with problematic behaviors will result in a shift in thinking about “consequences” and interventions. Participants will also learn about the Adverse Childhood Experiences (ACE) study, participate in examples of regulatory activities, and reflect on how the Neurosequential Model in Education aligns with MTSS as well as Kansas Social, Emotional, and Character Development standards in their current or potential setting.

We will share our experiences, challenges, and successes that have occurred at Greiffenstein and Wells, the alternative elementary and middle schools of Wichita Public Schools USD 259, as a result of our training in the Neurosequential Model in Education.
Tuesday, June 21, 2016

9:00 AM – 12 Noon  Corbin 158

**Growth Mindset: The Truth about Ability and Accomplishment**

**Presenter:** Renee Hopper

**Target Audience:** Early Childhood Educators, Elementary Educators, Middle School Educators, Secondary Educators, Special Education Educators, School Counselors, School Psychologist, EducationalAdministrators

The power of mindset makes an enormous impact on our achievement. This session will explore the characteristics of fixed and growth mindset. How we speak and interact with students impacts the way they approach their goals. We will use Carol Dweck’s research to explore strategies we as educators can utilize in our instructional settings to impact students, moving them from fixed to a growth mindset.

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1:00-4:00 PM  Corbin 162

**And Now For Something A Little Different**

**Presenters:** Rachel McClaran and Gail Price

**Targeted Audience:** Elementary Educators, Middle School Educators, Secondary Educators, and Educational Administrators

Imagine a classroom where students are working together to solve mysteries and puzzles that are directly tied to the curriculum.

Participants will experience firsthand, the benefits of engaging Breakout EDU sessions that teach teamwork, problem solving, critical thinking, perseverance and troubleshooting through challenges. Breakouts are similar to the popular concept of Escape Rooms and can be used to reinforce academic content within a real world or collaborative context.

Following active participation in a number of breakouts designed for various grade levels and content areas, those attending the workshop will learn about the benefits of the sessions and the connection to Social Emotional Learning development. The workshop will conclude with opportunities to look at resources and create a Breakout session that meets the needs of the participants.

You will gain new ideas to add to your Morning Meeting, content area, grade level or faculty meeting.
Sunshine Circles: Interactive Playgroups for Social Skills Development and Classroom Management

Presenter: Marcia Kennedy Cordes

Target Audience: Early Childhood Educators, Elementary Educators, Special Education Educators, School Counselors, School Psychologist

Sunshine Circles are based on the principles of Theraplay, an interactive therapeutic play model and on Group Theraplay, an adaptation of individual Theraplay. Sunshine Circles are different from other types of play and teacher-child interactions that teach social skills, offering our children a unique learning experience. This training is for non-clinical staff to implement these techniques into the classroom and can be adapted for use for all ages of children. This workshop will provide information regarding the Basis of Sunshine Circles and move into the Basics, teach the Order of a Sunshine Circles Group, and provide Tips for Getting Started. The participants will have an opportunity to develop goals and activity plans to take with them for use in their classrooms.

There are many stressors facing our students and we are seeing an increase in students who are emotionally and behaviorally dysregulated. The fundamentals of Sunshine Circles can help children learn emotional and behavioral regulation, empathy, and application of behavioral principals in their school, homes, and communities; recognize the characteristics of a caring or hurtful relationship; demonstrate respect and caring for others; and identify and apply these principles in everyday life.

Managing a Highly Engaged Classroom: Tools for Structuring Engagement and Collaboration Activities for a Positive Classroom Climate

Presenter: Alicia Young

Target Audience: Early Childhood Educators, Elementary Educators, Middle School Educators, Secondary Educators, and Special Education Educators

How to implement active engagement activities and opportunities for students to collaborate while maintaining a positive classroom climate is the focus of this session. The “structuring” of active engagement strategies is key in order to minimize disruptive behaviors. (1) This session will be based on the research of Hattie, Marzano, and Sprick. (2) Teachers will have the opportunity to explore, experience and plan to teach multiple engagement strategies with high structure. (3) Teacher will walk away with a plan for implementation. (4) We will also structure engagement activities in support of a successful classroom climate where all kids are learning at high levels, and participating and collaborating with success.
Fostering Resiliency: Helping Children with Challenging Life Situations using Children’s Literature

Presenter: Dr. Gayla Lohfink

Targeted Audience: Early Childhood Educators, Elementary Educators, Middle School Educators, Special Education Educators, School Counselors, Educational Administrators, Art Educators

For the past 20 years, schools have increased interest in supporting the social emotional learning (SEL) of students so that they can reach expected academic objectives. Kansas adopted the Social, Emotional, and Character Development (SECD) Standards to provide such a framework for integrating SEL. Resiliency research considers how teachers teach students the SEL skill of resiliency or the capacity to spring back, adapt in the face of adversity, and develop social, academic, and vocational competence despite exposure to severe stress. While resilience-building is complex, teachers have the power to facilitate it. In Milstein and Henderson’s resiliency model, teachers foster resiliency through instructional techniques like: (a) increasing social bonding; (b) setting clear and consistent boundaries; (c) teaching life skills; (d) providing care and support; (e) setting and communicating high expectations; and (f) providing opportunities for meaningful participation. Using children’s literature is an effective avenue for delivering instruction, as it offers readers insights into universal human behaviors and conflicts.

This presentation maintains three outcomes: (1) The first outcome is to present a teaching module whereby the resiliency framework is initially introduced, but additionally, components for helping teachers connect theory to practice are showcased. (2) Secondly, qualitative research reflecting a purposeful sampling of teacher candidates’ investigation of read aloud events they designed to target the teaching and development of a coping strategy is shared. (3) The third outcome engages participants in (a) exploring children’s literature and (b) considering how picture books might be used as read alouds in their classrooms to promote aspects like the SECD Personal Development Strand of Self-Awareness: Understanding and expressing personal thoughts and emotions in constructive ways and Self-Management: Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals. Participants will view, gather, and develop resource plans using recent picture book publications.

Using Art to Integrate Social Emotional Learning

Presenter: Ellamonique Baccus, LCPC

Target Audience: Early Childhood Educators, Elementary Educators, Middle School Educators, Secondary Educators, Special Education Educators, School Counselors, School Psychologist, Educational Administrators, Art Educators

Based upon practice and research within the mental health field of Art Therapy, learn how arts integration across academic subjects increases social emotional learning in the classroom with activities that school counselors and educators can adapt for a range of ages and a variety of academic, career and personal/social
counseling goals. This workshop provides an introduction to the field of art therapy, its history, approaches and applications in meeting Kansas Social, Emotional, and Character Development Model Standards and Common Core. Participants will experience how an expressive arts project can facilitate student empowerment through self-expression and a shared art experience can promote community building as well as useful tools to build integrated lesson plans for their classroom.

**Credit Hours for Social Emotional Learning in the School Community**

To attend Social Emotional Learning in the School Community Professional Leaning, you must enroll in 0.5, 1, or 2 credit hours. Please read the complete course descriptions below.

**CRN: 32988, 33011, or 33013  Course#: CI 751AP**

**Dates:** June 20, 21, 22, 23  
**Time:** 8:30 AM-4:30 PM  
**Location:** Hubbard Hall  
**Instructor:** Dr. Ashlie Jack, Dr. Shirley Lefever  
**Credits:** 0.5-2  
**Tuition:** $70.00 - $280.00  
**Audience:** Early Childhood Educators, Elementary Educators, Middle School Educators, Secondary Educators, Special Education Educators, School Counselors, School Psychologist, Educational Administrators, Art Educators  
**Delivery:** WSU Main Campus

**CRN 32988/ CI 751AP (2 credit hours)** This 4-day professional learning course is designed to help the attendee understand the purpose of the Social, Emotional, and Character Development Standards and how these standards provide classrooms and schools with a framework for integrating social-emotional learning (SEL) with character development so that students will learn, practice and model essential personal life habits that contribute to academic, vocational and personal success. ($280.00)

**CRN 33011/ CI 751 AP (1 credit hour)** - Attendees of the Social Emotional Learning (SEL) in the School Community Institute will actively participate in 2 of the 4 days of the SEL Institute (Select from dates above). This two day experience to SEL will deepen attendees’ understanding of the purpose of the Social, Emotional, and Character Development Standards exploratory application and will engage them in dialogue on how these standards provide classrooms and schools with a framework for integrating social-emotional learning (SEL) with character development so students will learn, practice and model essential personal life habits that contribute to academic, vocational and personal success. Participants will be provided with examples on how to integrate SEL activities into their classroom. ($140.00)

**CRN 33013/CI 751 AP- (0.5 credit hour)** - Attendees of the Social Emotional Learning (SEL) in the School Community Institute will actively participate in 1 of the 4 days of the SEL Institute (Select from dates above). This introductory experience to SEL will broaden attendees’ understanding of the purpose of the Social, Emotional, and Character Development Standards through and how these standards
provide classrooms and schools with a framework for integrating social-emotional learning (SEL) with character development so students will learn, practice and model essential personal life habits that contribute to academic, vocational and personal success. (70.00)

Graduate School Enrollment

1. If you are not a Wichita State Graduate Student

   - As soon as you decide you would like to earn Graduate credit for the course, please go to http://apply.wichita.edu and click the option to Create Account.
   - Fill out the required fields and make note of the password and secret question/answer you create.
   - In the section Program Information, fill it out as in the example below:

     ![Program Information](image)

     - Once you have created an account click the option to Apply Online
     - Select the Graduate School Domestic - $50 application option.
     - Answer all of the required questions on the application. To aid in the processing of your admission, if you are a licensed teacher in the State of Kansas, please include your Social Security Number, OR your Teacher ID number and your name as it appears on your teaching license. We will use this information to verify your licensure for admissions purposes.
     - On the section marked Semester and Program Area, please make the selections as shown in the example below. (see page 12)
Near the end of the application is a section for Additional Information, which includes a free-type box. To ensure your application is processed as quickly as possible, please enter the text 2016 Professional Learning Courses (instead of 2016 AP Summer Institute). If you wish to provide your Teacher ID instead of your SSN, please enter it in the same box. See example below.

Once you have answered all of the required questions and have submitted the application and the $50 application fee, our staff will be able to access the application and process it for admission.

If you are a licensed teacher in the State of Kansas, we will be able to process your admission quickly and will email you with information on how to activate your myWSUID so you can register online for the course.
• If you are not a licensed teacher, or are licensed in another state, we will provide a provisional admission that will allow you to enroll, but you will need to provide one of the following to finalize your admission:
  - Submit a photocopy of your current teaching license from your state by email to wsugradschool@wichita.edu OR by fax to 316-978-3253 OR
  - Submit an official transcript from the school where you earned your bachelor’s degree. Transcripts can be sent by email directly from the institution if they use an approved e-transcript vendor, or can be sent by mail. Issued to student transcripts can be accepted if they are official, and are in an envelope sealed by the issuing institution. E-transcripts can be sent to wsugradschool@wichita.edu. Mailed transcripts can be sent to:

    The Graduate School  
    Wichita State University  
    1845 Fairmount  
    Wichita KS 67260-0004

Note – failure to provide the required documentation will result in a hold being placed on your records that will prevent transcripts from being issued or future enrollment, so please make sure to send the required materials as soon as possible!

- Wait for an email from the admissions staff or Registrar. If you haven’t heard anything in a couple of days, check your spam/junk mail folders to make sure the email was not misdirected.
  - Once your application has been fully processed, the admissions staff will email you to let you know you have been admitted. They will also provide you with your myWSU ID number, and instructions on how to activate your ID. Please follow those instructions to access your myWSU account.
  - If you reactivated your WSU record, you will be emailed when that process is complete.
  - You will use your WSU ID to log into myWSU to enroll in classes and to access Blackboard and set up your university-provided email account, etc.
  - You will be provided a WSU email address. This email address will be used to send all future WSU correspondence, including information about classes, tuition, etc. If you wish, you can set up your myWSU email account to automatically forward incoming emails to a different email account so you don’t miss any important emails.

Please contact the Graduate School with specific transcript/application questions, Graduate School, wsugradschool@wichita.edu, (316) 978-3095

2. If you are a Wichita State Graduate Student

- If you have been admitted/enrolled as a graduate student in the past, but it has been a while (2 years or more) since you attended WSU, go to www.wichita.edu/reactivation to reactivate your record.
If it has only been a year or two since you took a WSU class, then you should be able to log in to myWSU by managing your password (it expires every 90 days, so your old one won’t work anymore, but you can set a new one).

Contact WSU Registrar’s Office (316-978-3055) if you have questions.

### Enrollment Procedures for Social Emotional Learning in the School Community

Once you are admitted to WSU and have a myWSU ID number you will follow these steps:

1. Go to [http://mywsu.wichita.edu/](http://mywsu.wichita.edu/)
2. Choose Log in to myWSU
3. Choose the My Classes Tab at the top of the page
4. In the far right column choose ‘Add or Drop Classes’
5. Select Summer 2016 from the drop down menu from ‘Select a term’ tab and hit submit
6. At this point you will add the class by entering the CRN number for the course.

**Please Note: Enrollment for these courses begins April 4th.**

You must be accepted as a WSU graduate student (p. 11) in order to begin enrollment.

### Course Information

Social Emotional Learning in the School Community

Professional Learning

**Audience:** All professional learning courses are offered for graduate-level credit & available to educators seeking re-licensure, salary advancement, or professional development opportunities. Graduate students may also select professional learning courses, with advisor consent, for elective credits as part of the Master of Education in Learning and Instructional Design program ([http://www.wichita.edu/MEdLID](http://www.wichita.edu/MEdLID)).

**Dropping a Course:** If you need to drop a course, please follow these steps:

1. Go to [http://mywsu.wichita.edu/](http://mywsu.wichita.edu/)
2. Choose Log in to myWSU
3. Select Add or Drop Classes from the Registration Tools channel.
   
   (If prompted, select a registration term from the drop down box and click the Submit button.)
4. Next to the class you wish to drop or withdraw from, select the appropriate option from the Action drop down box.
5. Click the **Submit Changes** button.
   
   **Note:** If you are not allowed to drop any classed listed under Current Schedule, contact the Registrar’s Office for assistance.

**Cancelled Classes:** On rare occasions or due to special circumstances, Graduate Professional Learning Courses may be cancelled. Cancellations may occur as a result of low enrollment or inclement weather. You will be notified by the University Registrar and Wichita State College of
Education of a cancellation by email or phone call. A full refund will be administered in such circumstances.

Location of Courses: All courses will take place at Wichita State University Main Campus – 1845 Fairmount, Wichita, KS 67260 – in Corbin Education, Hubbard Hall, or Heskett Center. The College of Education is located at 21st & Yale between Cessna and Eck Stadium. 
http://www.wichita.edu/thisis/aboutus/maps_and_directions.asp

Official WSU Transcript Request: To receive an official transcript of academic work at Wichita State University you must turn in a transcript request. Please visit http://webs.wichita.edu/?u=registrar&p=/transcripts/. It is recommended to view your unofficial transcript through Self-Service Banner prior to requesting an official transcript. For any transcript questions, please contact the University Registrar at (316) 978-3055 or email Transcripts.Out@wichita.edu.

Parking: Wichita State University’s main campus is a permit-only parking environment. WSU students, faculty and staff must purchase and display a color-coded parking permit to legally park on the main campus. Permits are required from 7 a.m.-5 p.m. Monday through Friday in green and green/yellow lots and from 7 a.m.-6 p.m. in yellow lots. Permits are not required to park on campus on weekends or on days when classes are not in session. Vehicles parked on campus during enforcement hours without a proper permit will be ticketed by the Wichita State University Police Department.


Parking Shuttle: Students, faculty and staff who decline to pay for parking permits may choose to ride the free WSU Shuttle System buses from satellite lots at the Hughes Metropolitan Complex at 29th Street or from a new WSU-leased parking lot at 21st Street and Oliver. For further information, www.wichita.edu/parking.

Payment Information:

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<th>Bills Available</th>
<th>Mid-May</th>
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<tr>
<td>Last day for 100% refund for Pre-Session courses</td>
<td>May 23</td>
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<tr>
<td>Last day for 60% refund for Pre-Session courses</td>
<td>May 24</td>
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<tr>
<td>Last day for 40% refund for Pre-Session courses</td>
<td>May 25</td>
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Financial Aid funds begin disbursing toward student bills and excess financial aid is deposited into student’s bank accounts if you have entered your account information into your Student Account Suite. To set up Direct Deposit, go to http://mywsu.wichita.edu, select the ”My Account” tab, then Student Account Suite. Once you are in the suite, click on eRefunds and select ”Set up Account”, enter your bank account information in the correct fields and continue.

Financial Aid checks mailed if direct deposit has not been set up | June 2
Last day for 100% refund for first 4-week courses | June 6
Last day for registered students to make payment arrangements before $100 late fees are assessed to accounts with a $150 or more balance. | June 8
Last day for 80% refund for first 4-week course
Last day for 100% refund for 8-week course
Last day for 60% refund for first 4-week courses
$100 late fees assessed to accounts with a $150 or more balance. | June 9
<table>
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<td>Last day for 80% refund for 8-week courses</td>
<td>June 10</td>
</tr>
<tr>
<td>Last day for 40% refund for first 4-week courses</td>
<td>June 13</td>
</tr>
<tr>
<td>Last day for 60% refund for 8-week courses</td>
<td>June 15</td>
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<tr>
<td>Tuition Payment Plan &amp; Housing Payment Plan - 1st Payment Due</td>
<td>June 15</td>
</tr>
<tr>
<td>Last day for 40% refund for 8-week courses</td>
<td>June 22</td>
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<tr>
<td>Last day for 100% refund for second 4-week courses</td>
<td>July 5</td>
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<tr>
<td>Last day for 80% refund for second 4-week courses</td>
<td>July 7</td>
</tr>
<tr>
<td>Last day for 60% refund for second 4-week courses</td>
<td>July 8</td>
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<tr>
<td>Independence Day Holiday - Office Closed</td>
<td>July 4</td>
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<tr>
<td>Last day for 40% refund for second 4-week courses</td>
<td>July 12</td>
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<tr>
<td>Tuition Payment Plan &amp; Housing Payment Plan - Final Payment Due</td>
<td>July 15</td>
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**Professional Learning Course Selection:** A course previously taken for credit may not be repeated. Please check with your school’s district administrator or Professional Development Committee (PDC) to ensure professional learning course selections meet re-licensure requirements.

**Tuition:** Tuition is $140 per credit hour for on campus professional learning course.

### WSU Contact Information

<table>
<thead>
<tr>
<th>Department</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum &amp; Instruction</td>
<td><a href="mailto:angela.aubrey@wichita.edu">angela.aubrey@wichita.edu</a></td>
<td>(316) 978-3577</td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td><a href="mailto:WSUAccountsReceivable@wichita.edu">WSUAccountsReceivable@wichita.edu</a></td>
<td>(316) 978-3333</td>
</tr>
<tr>
<td>Financial Aid</td>
<td><a href="mailto:finaid@wichita.edu">finaid@wichita.edu</a></td>
<td>(316) 978-3430</td>
</tr>
<tr>
<td>Graduate School</td>
<td><a href="mailto:wsugradschool@wichita.edu">wsugradschool@wichita.edu</a></td>
<td>(316) 978-3095</td>
</tr>
<tr>
<td>One-Stop</td>
<td><a href="mailto:onestop@wichita.edu">onestop@wichita.edu</a></td>
<td>(316) 978-7440</td>
</tr>
<tr>
<td>Registrar</td>
<td><a href="mailto:WSUAccountsReceivable@wichita.edu">WSUAccountsReceivable@wichita.edu</a></td>
<td>(316) 978-3055</td>
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### Questions/Concerns

If you have any issues with Wichita State University College of Education Professional Learning Courses, please contact Dr. Ashlie Jack, College of Education Assistant Dean/Accreditation Officer, by phone (316-978-3589) or email (Ashlie.jack@wichita.edu).