



TITLE PAGE

ASPIRE PILOTING MODULE No: 8

TITLE OF MODULE: Social, Emotional and Behavioral Difficulties

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MODULE DESCRIPTION

Type: Mainstream

Semester: TBC

Target Audience: educators, teacher students

Teacher expertise:

Teacher is familiar with contemporary concepts of social-emotional competency and it's from the early age development, shares vision about role of the supportive educational environment in determining students' behavior.

Teacher is familiar with contemporary concepts of social-emotional competency and it's from the early age development, shares vision about roll of the supportive educational environment in determining student's behavior. MA or PhD

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Language: Georgian

Prerequisites: **Introductory course on Child development or Developmental theories**

Restrictions: N/A

Supplementary regulations: N/A



Summary:

This module studies the diverse nature of social-emotional competency in relation to the educational environment. Students are introduced to the concepts of analyzing human interaction by breaking them down into emotions, behaviors and reasoning. The concepts will be framed within the theoretical model of social-behavioral development. Students understanding of such difficulties will be challenged with some core methodological differences between medical and social models, including terminology and focus of interventions. Some terminology of diagnostic tract will be introduced, alongside with trend of social-emotional competence and educational interventions. The specific emphases will be on the teachers and schools roll in this relation.

Overall aim:

To develop specific knowledge and understanding of the medical, psychological and environmental aspects of social, emotional and behavioral learning in order to understand the range preventative and supportive measures of teacher.

To critically appraise the knowledge, skills and experience required to address the needs of individuals with social, emotional and behavioral difficulties in the context of the class room environment communities within which they “live” and work.

Learning outcomes:

Knowledge and understanding

- a. Define knowledge and understanding of behavior as an element of social and emotional competencies.
- b. Define knowledge and understanding of norms of social and emotional competences.
- c. Interpret key theoretical perspectives in order to analyze the importance of the role of social and emotional competences in prevention and formation of social, behavioral and emotional difficulties.



Subject specific understanding & skills

- d. Research and critically review relevant literature in order to inform assignments
- e. Review and interpret the needs of individuals with social, emotional and behavioral difficulties and implications for their communities

Key skills

- f. Talks clearly about complex subjects relating to social, emotional and behavioral aspects of learning
- g. Maintain co-operative working relationships, promoting group motivation and responding to contributions and reactions of others
- h. Demonstrates ability to reflect upon behavioral and emotional aspects of social interactions his/her or others in the educational setting.

MODULE STRUCTURE

ECTS credits: 2 ECT

Study Hours: 20 Hrs

Taught Hours: 20hrs

Day 1: 2 Hrs

Day 2: 2 Hrs

Day 3: 2 Hrs

Day 4: 2 Hrs

Day 5: 2 Hrs

Day 6: 2 Hrs

Day 7: 2 Hrs

Day 8: 2 Hrs

Day 9: 2 Hrs



Day 10: 2 Hrs			
Independent Hours: 30 Hrs			
Total: 50			
Assessment scheme			
Types of assessment	Units	Weighting	Learning Outcomes
Pre-test –awareness assessment Knowledge indication test	1	Not relevant	Specific to the topic
Assignment 1. Essay	1	<u>30%</u>	a,b,c,d,e
Assignment 2. Self Reflective note taking	8	<u>40%</u>	a, f, h,
Assignment 3. Presentation	1	<u>30%</u>	a,b,c,d,e,f,g
Post-test –awareness assessment Knowledge indication test	1	Not relevant	Overall understanding of the course
DESCRIPTION OF ASSESSMENT			
<u>Assignment 1: Essay (30%)</u>			
Students will draw upon relevant summary of the reading materials with corresponding exemplars by compiling an essay, indicating theoretical knowledge and personal insight based on their experience of educational environment (500 words).			



Assignment 2/3 Self Reflective note taking journals (40%) + presentation (30%)

Working in small groups (3 or 4), students will plan and write notes in the reflection journal. Compile in to power point presentation and present for the plenary session alongside implementing and evaluating group experience (reflecting) to develop co-operative working. Students will reflect upon their learning in the form of a critically reflective evaluation that draws on feedback from students, tutors and their own responses (500 word self reflection and presentation slides).

Students are encouraged to use note taking while participations in group activates or individual work during the lesson. The notes are collected consequently and are used to follow the student development with some written formative feedback. Each of the 4 assignments are marked with 5%, regardless of performance quality.

COURSE PLAN

Activity day	Lesson Topic	Lesson Activities	Estimated student work time in minutes/ hours	Lesson Outcome	Assessment forms
Day 1	Basic understanding of students behavioral, emotional and social	1) Introduction; pre-test assessment 2) Behavior as an element of social and emotional competences 3) Key theoretical perspectives, presentations (video on	15 Minutes 35 Minutes 15 Minutes	a, b, c	Pre-test Awareness and knowledge assessment



	competences	behavioral links to brain) 4) Preventive approach to social emotional difficulties 5) Discussing home assignments to monitor personal behaviors the contexts of learning	25 Minutes 10 Minutes		
Day 2	Theoretical Frame of the Emotional and Behavioral difficulties	1) Reflecting theoretical perspective 2) Classification, terms and definition of EBD in DSM, ICD and other official documents. 3) Definition of EBD as a special educational category. 4) Externalized behavior 5) Internalized behavior 6) Co-existence with other disabilities.	10 Minutes 20 Minutes 20 Minutes 20 Minutes 20 Minutes 10 Minutes	a,b,	Journal
Day 3	Basis of neuroscience in relation to EBD	1) Early emotional attachment in neurodevelopment and mental health 2) Reading assignment	20 Minutes 50 Minutes		



		3) Presentations 4) Summarization neuroscience perspectives	20 Minutes 10 Minutes		
Day 4	Promoting mental health through Social and emotional learning	1) Case analysis in groups 2) Social and emotional learning important tool for promoting mental health 3) Group work 4) Discussion	40 Minutes 30 Minutes 20 Minutes 10 Minutes		Journal
Day 5	Role of prevention in EBD	1) Preventive approach to social emotional difficulties 2) Case analysis in groups 3) Reading assignment 4) Discussion	30 Minutes 40 Minutes 20 Minutes 10 Minutes		
Day 6	Students presentation	“Social and emotional development in early years”	50 Minutes 50 Minutes		Essay
Day 7	Specifics of emotional education	1) Emotional Education Curriculum 2) Techniques: identifying comfortable and uncomfortable feelings	20 Minutes 20 Minutes		



		3) Discussion the technique	20 Minutes		
		4) Reacting to emotional situations	20 Minute		
		5) Discussion the technique	20 Minutes		
Day 8	Specifics of social skills training	1) Social Education Curriculum	30 Minutes		Journal
		2) Social skill training	30 Minutes		
		3) Article discussion	30 Minutes		
		4) Summarization	10 Minutes		
Day 9	Students presentation	1) Presentations of home assignment	40 Minutes		
		2) Feedback and discussion	25 Minutes		
		3) Social and emotional aspects of learning	25 Minutes		
		4) Q/A	10 Minutes		
Day 10	Students presentation	1) Presentations: “Social and emotional aspects of learning”	80 Minutes		Presentation
		2) Post test assessment	20 Minutes		

TRAINERS GUIDE

Activity title	Activity description	Suggested materials
1) Introduction; pre-test assessment	1) Teacher introduces the topics and	Key theoretical perspectives of social



<p>2) Behavior as an element of social and emotional competences</p> <p>3) Key theoretical perspectives, presentations(video on behavioral links to brain)</p> <p>4) Preventive approach to social emotional difficulties</p> <p>5) Discussing home assignments to monitor</p>	<p>learning outcomes. Pre-test assessment is conducted.</p> <p>2) Teacher leads brainstorming regarding “behavior as an element of social and emotional competences” and its manifestation on the educational setting.</p> <p>3) Teacher is stimulating students thinking by asking them to remember what behaviors seemed to be relevant and helpful in the class room and what were the subject of reprimands or were disturbing. Students are supported to talk by using just descriptive terminology. All behavioral characteristics are listed on the white board. Students are leading to understand the difference between labeling and providing specific description.</p> <p>4) Summarizing discussion on the time board and creating some categories</p> <p>5) Presentation; Q/A</p>	<p>emotional issues” (PPPT 1)</p> <p>Video “The Heart brain connection”.</p>
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<p>personal behaviors the contexts of learning</p>	<p>6) Discussion topic: preventive approach to social emotional difficulties- teacher matters</p> <p>Giving home assignment to observe students own behavior in relation to learning, including some emphases on social and emotional aspects.</p>	
<p>1) Definition of EBD as a special educational category.</p> <p>2) Externalized behavior</p> <p>3) Internalized behavior</p> <p>4) Co-existence with other disabilities.</p> <p>5) Reflecting theoretical perspective</p> <p>6) Classification, terms and definition of EBD in DSM, ICD and other official documents.</p>	<p>1) Work in groups. Teacher divides students in small groups and distributes different vignettes (of externalizing and internalizing behavior) for reading and discussion. Students share these cases with each other and discusses commonality and the ways of possible categorization</p> <p><i>(personal notes are part of Assignment 2)</i></p> <p>2) Teacher presentation: Externalized and internalized behaviors and co-existence with other difficulties.</p> <p>3) Teacher present: “EBD as a special</p>	<p>EBD as a special educational category and it connection to DSM, ICD and other official documents (PPPT 2)</p>



	<p>educational category and its connection to DSM, ICD and other official documents.” (PPPT 2)</p> <p>4) Q/A REFLECTION UPON HOME ASSIGNMENT</p>	
<p>1) Early emotional attachment in neurodevelopment and mental health</p> <p>2) Reading assignment</p> <p>3) Presentations</p> <p>4) Summarization neuroscience perspectives</p>	<p>1) Teacher presentation: “early emotional attachment in neurodevelopment and mental health” (PPPT#3)</p> <p>2) Teacher divides students into small groups. Each member of small group is given a part of article: Teacher instructs to read and to discuss in small groups:” Reading and then discuss their part with the student from other group”.</p> <p>3) Presentations and discussion of reading assignment.</p> <p>4) Home assignment: collect personal note, keep a journal to increase self-reflection and self awareness about own social and emotional competences.</p>	<p>Early emotional attachment in neurodevelopment and mental health” (PPPT 3)</p> <p>Fovet F., “Toward the new construct of social, emotional and behavioral difficulties”.</p>



	<p>Instructions to students to focus on following aspects: use self-talk, be your best friend not critic, encourage friends to tell you their points of view on issues, pay attention to strategies that you can use to calm yourself, be aware of things that makes you angry and upset and think about how to deal with them. Find opportunities to cooperate and engage in collaboration with peers.</p> <p>Be attentive to your own social and emotional needs.</p> <p>Notice conditions that make you feel good and those that don't</p>	
<p>1) Case analysis in groups</p> <p>2) Social and emotional learning important tool for promoting mental health</p> <p>3) Group work Discussion</p>	<p>1) Presentations of home assignment, Students read the case.</p> <p>2) Discussion questions: Think about any preventive measure to stop the problem and avoid difficulty? Describe the ways promoting children to learn pro-social behavior?</p>	<p>From the book "Positive Guidance", pg. 160-161</p> <p>Early childhood curriculums supporting social and emotional development (PPT 4)</p>



	<p>3) Teacher makes presentation about the early childhood curriculums supporting social and emotional development of children, Example of “Strong- resilient” Kids.</p>	
<p>1) Preventive approach to social emotional difficulties 2) Case analysis in groups 3) Reading assignment 4) Discussion</p>	<p>1) Teacher give to four groups of students vignettes about different internalized problems 2) Teacher give the instruction to students - discuss what is the common in these four cases, what challenges are illustrated. And what are the common intervention techniques that improve the lives of students (<i>Personal notes are parts of Assignment 3.</i>) 3) Teacher makes presentation about the Social Emotional Learning as an effective and innovative way to promote mental health and prevent social and emotional difficulties. SEL can be used as any level of prevention or intervention that also</p>	<p>Vignettes about different internalized problems Book: Helping students overcome depression and anxiety, pgs 13-17)</p>



	<p>promote and benefit academic learning.</p> <p>4) Teacher encourages students to brainstorm how the social and emotional competences develop from early ages. What are the key aspects of this development?</p> <p>Teacher sums up the lesson and gives reading assignments: "Planning the pro-social environment".</p>	
<p>"Social and emotional development in early years"</p>	<p>1) Students present their home assignments in small groups. They discuss notes and analyze the types of the records, the content of the taken notes and its structural features, converting these documents into more generic version by using reflection. Students group notes are evaluated in accordance to agreed criteria. They also discuss recording methods and develop the strategy for further records.</p> <p>Students work on the tentative skeleton of</p>	



	<p>presentation and distribute preparation activities within the team</p> <p>Additionally they are also encouraged to write reflective records about this group activity, indicating own strong points.</p>	
<ol style="list-style-type: none"> 1) Emotional Education Curriculum 2) Techniques: identifying comfortable and uncomfortable feelings 3) Discussion the technique 4) Reacting to emotional situations 5) Discussion the technique 	<ol style="list-style-type: none"> 1) Teacher makes presentation about the social skill training programs. What aspects are included and how these skills are taught. 2) Exercise: Identifying comfortable and uncomfortable feelings. Teacher explain the purpose of this activity: to increase awareness of one’s emotions in general and to judge the wording of feelings based on whether they are linked to feelings of comfort or discomfort (worksheet 8.3 – “Feelings identification”, from Helping students overcome depression and anxiety). 3) Students discuss how they evaluate comfort or discomfort connected to certain 	<p>Social Skill Training Programs (PPPT 5)</p> <p>Worksheet 8.3 – “Feelings identification”, from Helping students overcome depression and anxiety from the book: Helping students overcome depression and anxiety, pgs 13-17)</p>



	<p>feelings based on what they think or what they feel.</p> <p>4) Exercise: reacting to emotional situations. Students are given paper sheet, where is the list of different emotional situations. Students have to connect the feelings to these situations. Students will discuss this and consider goal-setting and future education activities (<i>Personal notes and worksheet are parts of Assignment 3).</i></p>	
<p>1) Social Education Curriculum 2) Social skill training 3) Article discussion 4) Summarization</p>	<p>1) Social skill training to increase skills for interacting appropriately and effectively with other people. Teacher presents basic steps in social skills training.</p> <p>2) Teacher gives students the script</p> <p>3) Students in small groups discuss the separate eight steps of skill training and evaluate it (<i>Personal notes and worksheet are parts of Assignment 3).</i></p>	<p>script of sample social skill training (Table 10.3 from Helping students overcome depression and anxiety)</p> <p>eight steps of skill training and evaluate it - from the book: Helping students overcome depression and anxiety, pgs 13-17)</p>



<p>1) Presentations of home assignment 2) Feedback and discussion 3) Social and emotional aspects of learning Q/A</p>	<p>1) Students give feedback and discuss whole content of course 2) Teacher is facilitating discussion and is summarizing topics by drawing mind map based on students' perception. Lecturer is adding essential elements if needs be and creating overall picture regarding the SEBD in Georgia.</p>	
<p>1) Presentations: "Social and emotional aspects of learning" 2) Post test assessment</p>	<p>1) Student groups presentations of the collected record logs and the process of data collection, reflection and presentation. 2) Post test assessment</p>	<p>Post-test Assessment</p>



STUDENT COURSE MATERIAL

1. Riley D., Juan R. S., Klinkner J., Ramminger A. (2008), Social & emotional development. Connecting Science and Practice in Early Childhood Settings.
2. Miller D.F., (2003) Positive Child Guidance.
3. Miller D.F., (2013), Positive Child Guidance, Seventh edition, <http://www.cengagebrain.co.nz/content/9781133513865.pdf>
4. Vernon A. (2006) Thinking, Feeling, Behaving. An Emotional Education Curriculum.
5. K.W Merrell, (2008) Helping Students Overcome Depression and Anxiety. A practical guide.
6. Gajewski N., Horn P., and Mayo P. (2012), Social Skill Strategies (2nd Edition) A Social-Emotional Curriculum for Adolescents Book. Grades 6-12.
7. Quinn, M. M.; Osher, D.; Warger, C. L.; Hanley, T.V.; Bader, B. D.; Hoffman, C.C. (2000), Teaching and Working with Children Who Have Emotional and Behavioral Challenges. <http://www.gpo.gov/fdsys/pkg/ERIC-ED466076/pdf/ERIC-ED466076.pdf>

Articles:

1. Fovet F., Emotional and Behavioral Difficulties. Vol.16 (3) pgs 249-262. 2011. Toward the new construct of social, emotional and behavioral difficulties.