



ArmchairEd Course Syllabus
Susan Kane-Ronning, Ph.D., Director
Post Office Box 29137
Bellingham, WA 98228-1137

Overview:

ArmchairEd.com currently provides continuing education to educators, using Educational Leadership magazine and premiere published books on cutting-edge educational themes and topics. The program has been operating since Fall, 2000, and has provided continuing education to hundreds of educators.

Course Goals and Objectives:

As a result of these courses, the student will be able to:

1. Identify and create interventions using trauma-invested practices
2. Identify new ways to think about students' lives
3. Identify the language you use with students and the messages it sends
4. Problem-solve student behavior from a trauma/language perspective

The following published book is currently being used as a text for the ArmchairEd course:

What Matters in the Classroom: The 3 R's and Words We Use

Anderson, M. (2019). *What we say and how we say it matter: Teacher talk that improves student learning and behavior*. Alexandria, VA: ASCD.

Souers, K., & Hall, P. A. (2019). *Relationship, responsibility, and regulation: Trauma-invested practices for fostering resilient learners*. Alexandria, VA: ASCD.

This course will take you to the next level of trauma-invested practice. Educators need to build a "nest"—a positive learning environment shaped by three new Rs of education: relationship, responsibility, and regulation. In this course, you will be able to:

- Explain how to create a culture of safety in which everyone feels valued, important, and capable of learning.
- Describe the four areas of need—emotional, relational, physical, and control—that drive student behaviors and show how to meet these needs with interventions framed around the new three Rs.
- Illustrate trauma-invested practices in action through real scenarios that identify students' unmet needs, examine the situation from five stakeholder perspectives, and suggest interventions to support students and their families.
- Offer opportunities to challenge your beliefs and develop deeper and different ways of thinking about your role in your students' lives.
- Examine language habits and intentionally improve classroom practice so language matches and supports goals.

What teachers say to students—when they praise or discipline, give directions or ask questions, and introduce concepts or share stories—affects student learning and behavior. Intonation, nuances of language, can dramatically change student behavior.



Credit Options:

The course will be offered for 60-clock, hours, based on the length and substance of the books. The 60-clock hour course will include 50 multiple-choice questions and three required essays.

Grading Rubric:

Pass/Fail: Coursework must be passed with 70% criterion. All coursework must be completed.

One Essay Required for: Relationship Responsibility and Regulation

Option 1: Review The Spectrum of Trauma-Savvy Practices chart on pages 24-26 in the text. Think of the school you work in as you read the descriptions. Make a chart relating to your own school and decide for each practice the one that describes your school. In the remainder of your essay, give examples of actions and conversations you've seen and heard that indicated the descriptor you chose. How trauma-invested is your school?

Option 2: Select a student you're working with who is a challenge for you. Look at "Meet Charlie" on pages 54-60 in the text. Your essay will be "Meet . . . whoever you choose." Begin with your first thoughts about the student you've chosen and then work through Need-Sleuthing, really thinking about your student's behavior. Have a talk with your student, then determine and describe need and intervention.

Option 3: Access the study guide for this text at <http://www.ascd.org/publications/books/119027/chapters/An-ASCD-Study-Guide-for-Relationship-Responsibility,-and-Regulation.aspx>. Follow the directions in the paragraph that begins at the bottom of page 195 and continues to page 196 in the text. After 28 days, use the questions from those pages to frame an essay that contains your "deep self-reflection about your journey, your goals, and your progress."

Option 4: Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

Plan a unit with assessment

Action Research

Extended learning, including research and developed activities

Compare/contrast your current education practice to that of the text

Create forms or systems for use in your classroom including assessment tools

Plan an 'event', meeting or other pertinent program and report/reflect on it

One Essay Required for: What We Say and How We Say It Matter

Essay Options:

Option 1: Record yourself teaching at different times during the day: when you're teaching the whole class, working with a small group, during a transition time, and a transition out of the classroom, maybe first thing in the morning and last thing at the end of the day. Think of everything you read in the text, maybe looking at chapter headings to reconnect with what you read. When you listen to the recording of you teaching, think of what Anderson talks about in the text. What kind of language are you using? What message are you sending? Frame your essay around what you heard and your reaction to your teaching language.

Option 2: Consider learning experiences, routines or activities in your classroom and decide on one or two that you wish worked better in your classroom. Describe the problem and then use Figure 5.1, page 41 in the text to see if you can improve the procedure. Make a chart similar to that in the text, identify the problem you are looking to improve and complete the chart. Talk about the experience of problem solving this way. If possible, use your solution in your classroom and report on the results.



Option 3: Want to put some joy in your students' learning? Return to page 82 in the text. Follow Anderson's directions that begin with the last paragraph on that page and continue to the top of page 83. Make your own chart that matches his Figure 8.1. Then use one or more of those comments while you're teaching. In your essay, describe the situation, the comment(s) you used and the result.

Option 4: Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

- Plan a unit with assessment
- Action Research
- Extended learning, including research and developed activities
- Compare/contrast your current education practice to that of the text
- Create forms or systems for use in your classroom including assessment tools
- Plan an 'event', meeting or other pertinent program and report/reflect on it

One essay required from What We Say and How We Say It Matter and Relationship Responsibility and Regulation

Essay Option:

- In the scenarios for the '3 R's', pages 77-151 in the text, Van Marter Souers gives a blueprint for determining which of the 'R's' a troubled student needs in each 'R' scenario
- Select a student, past or present, who has troubled you.
- Following the scenario layout, write a short paragraph to begin your essay, describing the troubling behavior.
- Using what you've learned from the text, choose and describe the most effective type of intervention.
- List other information needed to build a plan to meet the student's needs.
- Using Anderson's book on language, look through the chapter headings for the type of language you want to address.
- Identify what you are hoping to change and provide description of why you selected it.
- Write a plan to habituate the language you want to adopt.
- In your summary, talk about the experience of using the texts' suggestions and how effective they will be in creating positive results in your practice.

You may e-mail info@armchairedclockhours.com if you desire specific permission for your topic. The essay must demonstrate knowledge of the course and text, and direct application to your own educational position.

Essay scoring rubric:

One essay required for What We Say and How We Say It Matter , 2-3 pages

One essay required for Relationship Responsibility and Regulation, 2-3 pages

One essay required for both What We Say and How We Say It Matter and Relationship Responsibility and Regulation, four to five pages

- Single spaced, 10 to 12 size font
- Use of introduction and summary statement (even when a unit is developed)
- Demonstration of grammar, spelling and writing skill
- Demonstration of applied knowledge

- **All essays must be fully completed and the rubric followed to receive a grade. Essays not completed to required length will not be processed and revisions will be required.**
- **You must download the coursework before starting this course.**
- **Submit all coursework together.**

