



## LILIE, LLC Course Information

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*\*More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

**Title of Course:** Supporting Students in Crisis

**Course Description:** Supporting Students in Crisis is a course that takes a holistic approach towards students struggling with many diverse topics. Educators will be able to identify, support and instruct struggling students in their classrooms and school Specific strategies focused on mediating situations, de-escalating emotions and communicating with families will be studied. Educators taking the course will also be able to strategize ideas on getting curriculum across to students regardless of student situations. Statistics and the physical effects of stress on children will also be studied and discussed. The course will also include a resource review. Educators will understand the process of a Crisis Intervention Team and the roles of each player. The impact of Crisis Teams and managing schools' atmospheres will be reviewed as well. Finally, we will examine 'immediate care' for students 'in the moment' of a crisis, preventative measures and how to modify curriculum when necessary to best support these students.

### **Instructor Consultation and Interaction**

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

### **Proof of Course Completion**

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



**Scope & Sequence/Weekly Topics and Objectives**

**Session I**

<p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>● identify and reflect on what is crisis and what is a stress</li> <li>● become familiar with the battles that our students experiencing today so that we can better connect, support, and educate our students.</li> <li>● evaluate how crisis impacts learning</li> <li>● understand and reflect upon how crisis impacts teaching</li> <li>● evaluate and explore lessons to discuss with kids about drugs and alcohol</li> <li>● research and analyze top issues today: crisis issues for study:             <ul style="list-style-type: none"> <li>▪ -mental health and our students: mental illness in kids, anxiety and depression</li> <li>▪ -the drug epidemic in NY</li> <li>▪ student alcohol abuse and alcoholism in families</li> </ul> </li> </ul>
<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>● Introduction</li> <li>● What is Crisis? What is Stress? What is the difference? How does it impact students and learning?</li> <li>● Mental Health Awareness and Students</li> <li>● Why is Anxiety on the Rise in Kids today?</li> <li>● Depression and Kids today</li> <li>● Children of the Opioid Epidemic</li> <li>● Teaching Your Students About Drugs</li> <li>● Impact of Alcoholism</li> <li>● Underage Drinking</li> <li>● Vaping (please also watch the video link in the article)</li> </ul>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>As educators, it's crucial to have a working knowledge of all student backgrounds. This allows educators to see physical symptoms, emotional symptoms and he/she can gauge the extent of a student's situation. The severity of the situation will allow educators the ability to best manage student behaviors and create a better atmosphere for all students in their classroom. Knowing the attributes of various crisis situations will also allow for extensive preparation with lessons and the learning process. Educators can set realistic goals and offer pathways for students to achieve. Lastly, having this training and knowledge helps educators to grow professionally and be able to contribute at CSE, IST and/or 504 meetings.</p>

<p><b>Objectives</b></p>	<p>The goal of this week is to familiarize participants with the various common crisis that students of all backgrounds and experiences face. We will evaluate our own settings (past, present or potential), our own school demographics &amp; statistics as well as push to connect national statistics verses our own diverse settings. We will look at trends in these areas to tie together education and stress in our students' lives. Further we will review the impact crisis' have on education with these particular crisis situations.</p> <ul style="list-style-type: none"> <li>• ELL and the impact on their education and classrooms</li> <li>• Divorce</li> <li>• Homelessness &amp; Poverty</li> <li>• Suicide</li> <li>• Reactions to Stress and Crisis</li> <li>• Teacher &amp; School Impact –a statistical study that will guide us in researching and then comparing our own schools demographics and statistics with national numbers.</li> </ul>
<p><b>Topics</b></p>	<p>ELL Homelessness Suicide in our Schools How Does Stress Impact Kids</p>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>Discussion, Expectations and Instructional Goals of Mid Term Project.</p> <p>*Be sure to cite &amp; connect the week's readings/videos in your responses to the Discussion Questions. Use the materials studied this week to support your responses.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> <li>1. Spend time researching and considering the crisis of being an ELL. Look at your current school and find statistics of current ELL enrollment. Has your school seen an increase? Has there always been a large population? Share your own thoughts on this situation either in your own school or in our country in general. Do you have ideas on how to better support this population? Briefly share your thoughts. Do you agree or disagree that this is a 'crisis' for both/either the students and/or our schools? Explain</li> <li>2. When reading the study on divorce/marriage on kids, consider and discuss the conclusions in your own words. Add your own thoughts. Also discuss the following: do you feel the study was fair and informative? Secondly, what do the conclusions (both your own and/or the author who performed the study) demonstrate for your own academic setting (if applicable)? With this study and some researching on your own, discuss any correlation of divorce and education. Please research and share additional supportive information to support your thoughts on this topic. (include the links to the sites you researched please)</li> <li>3. Do you/have you seen students go through/going through a divorce now? What are they experiencing/demonstrating/voicing to you or others about their situation?</li> <li>4. How does poverty impact student learning? What are the demographics in your own school or the school district you live in? What are the three main areas that you</li> </ol>

	<p>feel are most impacted by low-incomes? Connect education and how it is impacted for students who are living in poverty conditions.</p> <p>5. In reviewing the videos &amp; article on the impact of crisis/stress on kids – what are the major concerns about child development and their home environment? Do you think kids are more stressed and in crisis more than before? Why or why not?</p> <p>6. After studying the articles about students and suicide, what would say – in your own opinion – are the biggest reasons why kids are hurting themselves. Share your thoughts and explain your ideas. Also discuss why minorities are growing in risk/statistics.</p> <p>7. Examine HOW we can continue to get curriculum across while kids are managing emotional and/or crisis situations. Connect crisis and education. This will become our primary goal for next week so let’s begin to consider options and ideas. For the last three articles: When a crisis hits your community and/or school, what are some things to keep in mind when returning to the classroom to teach kids in crisis?</p> <p>Additional Opportunities to Stimulate Knowledge:</p> <ul style="list-style-type: none"> <li>• For Discussion Question #1: If you are not currently in an educational setting please review the school district you reside in and respond accordingly.</li> <li>• For Discussion Question #3: If you are not currently teaching, please consider the most valuable findings in this study and share your thoughts about how divorce could potentially influence education in each level: elementary, middle or high school. Reply to the applicable parts of this question.</li> <li>• For Discussion Question #4: If you are not currently teaching, please consider the socioeconomic status of the district you reside in instead.</li> </ul>
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**Session III**

<p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>• Students and coping with stress: How we can help.</li> <li>• Strategies for teachers for kids “in the moment” – managing a critical moment.</li> <li>• Formal Crisis Programs Prevention in Schools Today</li> <li>• School Crisis Intervention Teams – participating/the roles and how to create one</li> <li>• The importance of Preventing Violence in School – what schools and educators can do.</li> <li>• A counseling perspective – using Guidance Counselor, Social Workers &amp; School Psychologists</li> <li>• Communicating with Families</li> <li>• Academic interventions</li> </ul>
<p><b>Topics</b></p>	<p><a href="#">Tips/Strategies/Methods Of Responding To &amp; Working With Students In Crisis</a></p> <ul style="list-style-type: none"> <li>- <a href="#">Helping Students “In the Moment” – What You Can Do As An Educator</a> Please spend time examining the various topics and links on this resource.</li> <li>- School Crisis Teams <a href="#">Resource 1</a> and <a href="#">Resource 2</a></li> </ul>

	<ul style="list-style-type: none"> <li>- <a href="#">A Resource On Building A Crisis Team In Your School</a></li> <li>- <a href="#">Preventing Violence in Schools</a></li> <li>- The Counselor and Student Crisis</li> <li>- Academic Interventions <a href="#">Resource 1</a> and <a href="#">Resource 2</a></li> </ul> <p><a href="#">School Crisis Guide</a> <a href="#">Additional Resource</a></p>
<b>Application to Instruction &amp; Student Learning</b>	<p>Educators will gain a greater understanding of their role as the teacher in the classroom and what they can do to help kids who are in crisis. Educators will be able to offer emotional support, resources, and work towards still pursuing curriculum. Strategies and classroom management skills will be honed. The materials studied and techniques taught this week will impact student relationships and foster learning. Educators will also become aware of resources that are available to assist students dealing with stress and crisis situations. -----This will help with parent/family communication.</p> <ul style="list-style-type: none"> <li>• <b>This week's work</b> will provide many strategies and ideas for educators to manage students who are struggling emotionally both in the classroom and at home.</li> </ul> <p>The School Crisis Guide is a valuable PDF that will allow educators, both currently working and those not currently working, a printable resource with valuable, potentially-life saving information.</p> <ul style="list-style-type: none"> <li>• <b>This week's material</b> will promote positive conversations with parents as well as provide a detailed working knowledge of methods to utilize immediately. All of this correlates with classroom management and positive classroom environments.</li> </ul>

**Session IV**

<b>Objectives</b>	<p>Identify The traits of the "At Risk" Student as a means to clarify and define those needing to be addressed and reached. Identify factors that categorize these types of students.</p> <ul style="list-style-type: none"> <li>• Evaluate techniques for Managing At Risk Kids and create/implement such in their own instruction</li> <li>• We will study programs for At Risk Kids so that we may understand steps, strategies and even resources to assist this population.</li> <li>• We will review and discuss methods of preventing At Risk factors – at all ages/levels – so that we may incorporate them into our own academic settings.</li> <li>• Through research and discussion, we will analyze and strategize ideas on teaching At Risk students</li> <li>• Case Studies – success (and failures) of the At Risk population – by reviewing and discussion of At Risk cases, educators will be able to connect signs/"symptoms" of At Risk youth thereby creating the opportunity for intervention in the classroom and school.</li> </ul> <p>Course Knowledge and Strategies Reflection</p>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• <a href="#">What Does "At Risk" Mean?</a></li> <li>• The Middle School Moment <a href="#">Resource 1</a> and <a href="#">Resource 2</a></li> <li>• At Risk Kids <a href="#">"At Risk' to 'At Promise'" with Victor Rios</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Open a School Too Close a Prison</a></li> <li>• <a href="#">Relationships Can Change Kids</a></li> <li>• American Psychological Association: <a href="#">Strategies for Helping “At Risk” Students</a></li> <li>• <a href="#">Teaching ‘At Risk’ Kids – Strategies For Success</a> <i>(start at slide 8 please)</i></li> <li>• Ideas to Change Lives <ul style="list-style-type: none"> <li><a href="#">No Child Is Born Bad</a></li> <li><a href="#">One Goal Program</a></li> </ul> </li> </ul> <p><a href="#">Expanded Learning Opportunities</a></p>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<ul style="list-style-type: none"> <li>• Educators will be able to have more positive conversations and be able to, overall, talk more effectively with kids. They will know how to work more productively with students in crisis.</li> <li>• Educators will review all of the discussions and videos studied and, by doing so, educators will see crisis in its many, many different forms. This allows educators to become more proficient in their ability to recognize the disability and thereby, assist students and families.</li> <li>• Better family communication is a priority goal and will be achievable.</li> <li>• Seeing the role in which schools intervene and act on behalf of kids will enhance professional development and give educators the techniques to participate clearly and precisely in meetings and situations.</li> <li>• In reviewing many different types of crisis situations and watching/learning about different Teams or approaches, educators will be able to relate to students, discuss with families, be knowledgeable in situations and know the latest approaches to help “at risk” students.</li> <li>• Seeing the case studies will enable teachers to understand situations of their own students &amp; see potential solutions.</li> </ul> <p><a href="#">Resource for NYC Teachers</a></p>