



LILIE, LLC Course Information

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**More detailed course curriculum can be provided upon request*

Title of Course: Supporting Students in Crisis

Course Description:

A number of students today enter our classrooms in crisis, and this crisis affects academic performance. This class will delve into different issues students may be dealing with on a day-to-day basis and discuss the role of the classroom teacher in supporting students with specific problems. Issues that will be covered include death of a parent or loved-one, sibling rivalry, divorce or remarriage, a parent's loss of employment, moving to a different school district, and other pertinent issues.

Overall Course Objective and Expectation(s):

- ✓ Identifying the non-academic issues students deal with on a day-to-day basis.
- ✓ Evaluate the role of teachers and support staff regarding intervention
- ✓ Determine proactive strategies used to promote positive self-esteem and academic success for these students.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

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 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 arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

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 reflection 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

Week 1

Topic(s):

- Introductions
- Identifying crisis situations
- Share professional stories and or personal stories about students in crisis in your classroom/school.
- Identifying students who need support

Objectives:

- To have students become familiar with the instructor's background and the backgrounds and interests of their classmates
- To review students knowledge of crisis and the process to identify students who need support

Impact on Classroom Instruction:

- The students will be able to utilize the newly acquired knowledge in the preparation of their lesson plans and they will be able to create a more effective classroom learning environment when dealing with students in crisis.

Learner Outcomes:

- The students will be able to share experiences and instructional techniques with one another and interact with the instructor
- The students will understand the definition of "crisis" and its importance of developing strategies to identify students who need support.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Introductions
- Define Crisis
- Share professional stories about students in crisis in your classroom/school View and then post response to Orlando's Story from Middle School Confessions.
- Identifying Students who need Support



Week II

Topic(s):

- Grief and loss
- Understanding stages of grief
- Understanding other types of loss

Objectives:

- To have students understand what “grief” is and the stages of the grieving process.

Impact on Classroom Instruction:

- The students will be able to utilize the newly acquired knowledge in the preparation of their lesson plans and they will be able to create a more effective classroom learning environment when dealing with students processing through grief and loss.

Learner Outcomes:

- The students will be able to share experiences and instructional techniques with one another and interact with the instructor
- The students will understand the definition of “grief” and “loss” and its importance of developing strategies to identify students who need support.
- The students will understand the grieving process.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Grief & Loss
- Stages of Grief
- Reflection and application of information and strategies learned regarding personal loss using
- “Birthday Box” by Jane Yolen and “Shells” by Cynthia Rylant and respond to reading.
- Other types of loss:
- Divorce & or remarriage
- Moving Schools Please read “Gaston” by William Saroyan



Topic(s):

- Identifying role of the classroom teacher supporting the student in crisis.

Objective:

- To have students understand their role as an educator supporting students in crisis.

Impact on Classroom Instruction:

The teachers will gain greater understanding of their role as the educator in the classroom as well as a person who can offer emotional support in the classroom, which will impact relationship with student in a positive way.

Learner Outcomes:

- The students will be able to share experiences and instructional techniques with one another and interact with the instructor
- The students will understand their role as a support person within the classroom.
- The students will understand the referral process.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Role of classroom teacher in supporting the student in crisis
- Discussion of strategies to help teachers work with students in crisis.
- Understanding the referral process



Topic(s):

- Teacher resources
- Parent resources
- Student resources

Objectives:

To have students understand how to support students in crisis and the resources available to help them.

Impact on Classroom Instruction:

The teachers will gain greater understanding of their role as the educator in the classroom as well as a person who can offer social and emotional support in the classroom, which will impact teacher/student relationship in a positive way.

Learner Outcomes:

- The students will be able to share experiences and instructional techniques with one another and interact with the instructor
- The students will understand their role as a support person within the classroom.
- The students will understand the resources available to help students in crisis

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Discuss district protocol within the referral process.
- Analyze and reflect on various provided resources for both student and teachers.
- Include evaluation of resources and strategy for implementation into classroom or counseling settings