



**Continuing Education  
Book Study Syllabus**

**70 Play Activities For Better Thinking, Self-Regulation, Learning & Behavior**

Credit Hours: 1	Facilitator: Amy Hercules and Betsy Prestridge, M. Ed
Date(s): Ongoing	Facilitator Email: <a href="mailto:contact@sspd360.com">contact@sspd360.com</a>
Time (direct instruction):	Office Phone:
Anticipated length of time to complete assignments outside of direct instruction: 15	
Service Center:	Website:

**Workshop Description:**

Readers will gain understanding of how incorporating play activities into classroom design can help support student success with self-regulation, learning and retaining academic information, and strengthen executive functioning skills. This book study will first focus on the science and research behind introducing interactive play to children ages 6 to 12 within individual, small group and large group settings. A combined writing style of narrative and editorial with additional video tutorials will keep readers engaged while also providing 70 structured strategies that can immediately be applied in the classroom while still offering flexibility and customization to student need. Additionally, they will be able to take time to self reflect, organize and strategically plan how this content can most successfully be implemented within their individualized educational setting.

**Activities** – (8.5 hours total)

Read 195 page book 5.5 hours & additional 8 additional supporting articles and videos -3 hours

**Required Assessment** – (6.5 hours total)

There are six section assignments (4.5 hours) and one \*final assessment (2 hours)

**\*STAR Assessment** - *A reflection worksheet is provided to guide you through the processing of knowledge acquired in the workshop and facilitate the application of this new knowledge to your work environment. This worksheet has four sections, the first beginning with a summary of key information presented and moving to three sections all synthesizing how to apply the information gained in the workshop to further the profession and field of education as well as one’s classroom achievement. To receive an “A”, complete all sections on the workshop, answering the question/prompt presented. Completing three of the four sections, results in an official grade of a “B.” Reflection forms with fewer than three sections complete will result in a non-grade (grades C and below will not be issued). Reflections should be written in Times New Roman, 12-point font and composed in complete sentences with proper grammar. **Each response should be a minimum of 250 words.** Any references should be cited following APA guidelines.*



## **Course Policies and Guidelines:**

### **Documented Disability**

If you need special accommodations, notify the course instructor the first day of class.

### **Honesty Policy**

It is expected that all candidates do their own work. In accordance with the mission and beliefs of the University, academic dishonesty in any form will not be tolerated. Such behavior may result in a grade of “F” on the particular assignment or a grade of “F” for the course. Use your own words and sentences in all work.

### **Late Work Policy**

Due to the abbreviated nature of continuing education courses, no late work is accepted.

### **Attendance/Participation**

Attendance/Participation is vital to building a learning community where students support and inform each other. You are expected to attend all classes for the course/workshop. Failure to attend class sessions will result in a non-grade.

Participation during courses/workshops include contributing to class discussions, responding to the required readings, sharing experiences, and actively contributing to group learning outcomes. This is applicable to both on-land and online courses/workshops.