

## EDUC 5481 Social and Emotional Learning

### Instructor:

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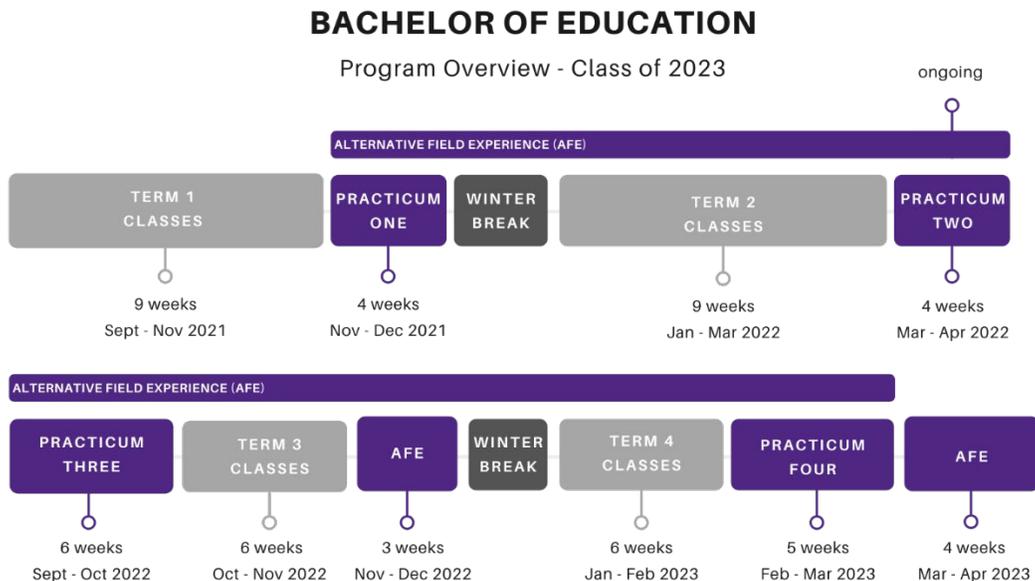
### Schedule:

**Section 001:** Wed/Thur 2:30PM-4:30PM,  
Room: 2042

**Section 002:** Wed/Thur 4:30PM-6:30PM,  
Room: 2042

### Program Context:

This is a **Specialty Course** taken by Teacher Candidates during **Year 1, Term 1** of the Bachelor of Education.



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## Social & Emotional Learning (EDUC 5481)

This course focuses on social and emotional learning across childhood and adolescence. Topics include social development; promoting positive mental health; responding to mental health challenges; trauma sensitive schools; and applying classroom and whole school approaches; 4 hours per week, first term, .5 credit.

This course prepares future teachers to create and maintain safe, caring, and accepting school environments for all learners. The course provides students with an understanding of the importance of promoting social and emotional learning opportunities for all students in order to promote mental health and prevent violence. The first part of the course addresses the development of social and emotional competencies among children, and some of the challenges that can affect their social and emotional development. The majority of the course focuses on identifying strategies and approaches for promoting mental health and wellbeing. Intervention and prevention strategies will be addressed including individual programs, integrated school curriculum and comprehensive school wide initiatives. The importance of engaging all education and community stakeholders will be stressed. Students will become familiar with many on line resources to support their work as teachers. The course will mainly utilize a "flipped classroom" approach as well as instructional intelligence strategies and cooperative learning pedagogy.

Each session will include lecture/overview of the topics for that week, small group and whole class activity/problem solving/case study-based learning and a time for individual, small group and whole class reflection.

Number of Credits : 0.5

Number of Sessions: 18

### Session 1: Week 1: Introduction (Sept 8)

- Candidates are introduced to SEL as it pertains to child and adolescent development
- Candidates understand CASEL's 5 core competencies & benefits of SEL
- Candidates can explain RTI tiered and assessment approaches and the value in increasing our own social and emotional competence in practice
- Candidates understand resilience as a mindset; the differences between healthy and unhealthy stress, growth and fixed mindset & how to promote resilient thinking in the classroom
- Reflection time

## Learning Activities

Type	Name	Description
<b>Discussion</b>	Week 1 Discussion	Introduction to Social and Emotional Learning (SEL) and why it matters.
<b>Formative Assessment</b>	Week 1 Entry/Exit Cards	Each week, students will be asked to complete a brief reflection/entry card based on the readings/videos/flipped class material.
<b>Reading</b>	Week 1 Readings	<p>Required Reading:</p> <ol style="list-style-type: none"> <li>1. Establishing systemic social and emotional learning approaches in schools: A framework for schoolwide implementation.</li> <li>2. Young children develop in an environment of relationships</li> <li>3. Stepping Stones: A Resource on Youth Development</li> </ol> <p>Additional Reading:</p> <p>Social Emotional Learning and the S.A.F.E. principles.  <a href="http://www.calgary.ca/CSPS/CNS/Pages/Children-and-youth/Calgary-AfterSchool/Calgary-AfterSchool-for-educators-and-program-providers.aspx">http://www.calgary.ca/CSPS/CNS/Pages/Children-and-youth/Calgary-AfterSchool/Calgary-AfterSchool-for-educators-and-program-providers.aspx</a></p>

## Session 2: Week 1 cont'd: Introduction (Sept 9)

- continuation of previous session

Learning Activities		
Type	Name	Description
<b>Discussion</b>	Week 1 cont'd Discussion	Fostering resilient mindsets
<b>Formative Assessment</b>	Week 1 cont'd Entry/Exit Cards	Each week, students will be asked to complete a brief reflection based on the readings/videos/flipped class material.
<b>Reading</b>	Week 1 cont'd Readings	<p>Required Reading:</p> <ol style="list-style-type: none"> <li>1. Raising Resilient Children and Youth</li> <li>2. The science of resilience: how to teach students to persevere</li> <li>3. Growth Mindset vs. Fixed Mindset (Dr. Carol Dweck's video)</li> </ol> <p>Additional Reading:</p> <ol style="list-style-type: none"> <li>1. Educating the Heart as well as the Mind: Social and Emotional Learning for School and Life Success</li> <li>2. The People Currency: Practicing Emotional Intelligence (Jason Bridges's video)</li> </ol>

## Session 3: Week 2: Mental Health & Wellbeing (Sept 15)

- Candidates are able to conceptualize student mental health and wellbeing
- Candidates are able to define mental health
- Candidates can explain the continuum of mental health
- Candidates are aware of how mental health and SEL intersect
- Candidates can identify the signs that a student may be experiencing a mental health problem
- Candidates can describe the role of schools and educators in supporting student's mental health needs.
- Candidates can explain how social determinants such as poverty may affect health and learning as well as strategize support
- Reflection time

### Learning Activities

Type	Name	Description
<b>Discussion</b>	Week 2 Discussion	Student mental health and well-being
<b>Formative Assessment</b>	Week 2 Entry/Exit Cards	Each week, students will be asked to complete a brief reflection/entry card based on the readings/videos/flipped class material.
<b>Reading</b>	Week 2 Readings	Required Reading:  1. School as a setting for promoting positive mental health: Better practices and perspectives (2nd edition). Pages 5-24 only.  2. Social emotional learning in schools: The importance of educator competence  3. Culturally responsive social and emotional learning

## Session 4: Week 2 cont'd: Mental Health & Wellbeing (Sept 16)

- continuation of previous session

### Learning Activities

Type	Name	Description
<b>Discussion</b>	Week 2 cont'd Discussion	Social determinants of social and emotional wellbeing
<b>Formative Assessment</b>	Week 2 cont'd Entry/Exit Cards	Each week, students will be asked to complete a brief reflection based on the readings/videos/flipped class material.

## Learning Activities

Type	Name	Description
Reading	Week 2 cont'd Readings	Required Reading:  1. Toronto Child & Family Poverty Report. Read. Pages 8-17 only.  2. How poverty affects behavior and academic performance.
		Additional Reading:  1. Poverty and Schooling: Where Mindset Meets Practice  2. Poverty and Schools in Ontario: How Seven Elementary Schools Are Working to Improve Education.  .

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### Session 5: Week 3: Building Trauma Sensitive Schools (Sept 22)

- How to build trauma sensitive schools
- Candidates will be able to define trauma and toxic stress.
- Candidates can interpret brain response to stress and their manifestation in the classroom,
- Candidates understand the power of relationships & being somebody's somebody,
- Candidates can support and engage strategy for self-regulation in students; as well as understand how to respond to situations and difficult behaviours
- Candidates can explain how trauma affects across the lifespan; Trauma in diverse populations
- Reflection time

## Learning Activities

Type	Name	Description
Reading	Week 3 Readings	Required Reading:
		<ol style="list-style-type: none"> <li>1. Excessive Stress Disrupts the Architecture of the Developing Brain</li> <li>2. Child Trauma Toolkit for Educators</li> <li>3. LGBTQ Youth's Development in Ontario Schools. Page 11 – 20; Page 27 – 35 (optional); Page 35 – 45</li> <li>4. Duty to Report</li> </ol>
		Additional Reading:
		<ol style="list-style-type: none"> <li>1. Children Exposed to Domestic Violence</li> <li>2. How Trauma Affects Kids in School</li> <li>3. Children's Exposure to Violence</li> <li>4. Teen Dating Violence as a Public Health Issue</li> </ol>
Discussion	Week 3 Discussion	Trauma & Self-Regulation Part I
Formative Assessment	Week 3 Entry/Exit Cards	Each week, students will be asked to complete a brief reflection based on the readings/videos/flipped class material.

### Session 6: Week 3 cont'd: Building Trauma Sensitive Schools (Sept 23)

- continuation of previous session

## Learning Activities

Type	Name	Description
Discussion	Week 3 cont'd Discussion	Trauma & Self-Regulation Part II

### Session 7: Week 4: Supporting Indigenous Student's Mental Health & Wellbeing; Suicide (Sept 29)

- Candidates understand why we need something different for F.N.M.I. (First Nation, Metis & Inuit) youth? Overview of Uniting Our Nations programs,
- Candidates can identify warning signs of suicidal behavior and describe helpful prevention, intervention and post-intervention strategy
- Candidates can explain the link between bullying and suicide

- Reflection time

## Learning Activities

Type	Name	Description
Reading	Week 4 Readings	Required Reading:
		1. A case study of culturally relevant school-based programming for First Nations youth: Improved relationships, confidence and leadership, and school success.
		2. The Way of the Warrior: Indigenous Youth Navigating the Challenges of Schooling.
		3. Intervention to Address Intergenerational Trauma: Overcoming, Resisting and Preventing Structural Violence. (Read Executive Summary and Recommendations sections only).
Discussion	Week 4 Discussion	Indigenous student's mental health and wellbeing
Formative Assessment	Week 4 Entry/Exit Cards	Each week, students will be asked to complete a brief reflection based on the readings/videos/flipped class material.

## Session 8: Week 4 cont'd: Supporting Indigenous Student's Mental Health & Wellbeing; Suicide (Sept 30)

- continuation of previous session

## Learning Activities

Type	Name	Description
Discussion	Week 4 cont'd Discussion	Suicide prevention and intervention
Formative Assessment	Week 4 cont'd Entry/Exit Cards	Each week, students will be asked to complete a brief reflection based on the readings/videos/flipped class material.
Study / Prep	Week 4 cont'd Group Preparation	Students will receive time to work on their group presentation.
Reading	Week 4 cont'd Readings	Required Reading:
		1. Don't Turn Away: Empowering Teachers to Support Students' Mental Health.
		2. School Mental Health-ASSIST - A Resource for school mental health leadership teams
		3. Age of anxiety: Rise in youth suicide attempts, hospitalizations unveils different kind of health crisis – Toronto Star

## Session 9: Week 5: Anxiety & Depression & Challenging Behaviour in the Classroom (Oct 6)

- Candidates will be able to identify and explain symptoms and behaviour relating to student anxiety and depression.
- Candidates will learn to strategize and support anxiety & depression in students
- Candidates will be able to describe the link between learning disabilities and anxiety
- Candidates will be able to name and distinguish challenging behaviours between younger children and older children
- Candidates will be able to support and facilitate the integration of students with mental health concerns into a regular school system
- Reflection time

### Learning Activities

Type	Name	Description
Reading	Week 5 Readings	Required Reading:
		<ol style="list-style-type: none"> <li>1. Anxiety Disorders in Children and Adolescents: Need for Early Detection</li> <li>2. Anxiety Problems in the Classroom</li> <li>3. What teachers need to know about childhood depression</li> <li>4. The role of emotional intelligence in the maintenance of depression symptoms and loneliness among children</li> <li>5. Learning Disabilities and Psychological Problems: An overview</li> </ol>
		Additional Reading:
		<ol style="list-style-type: none"> <li>1. LDMH: A Handbook on Learning Disabilities and Mental Health</li> <li>2. Mental Health and LDs: Myths and Facts</li> </ol>
Discussion	Week 5 Discussion	Anxiety and Depression
Formative Assessment	Week 5 Entry/Exit Cards	Each week, students will be asked to complete a brief reflection/entry card based on the readings/videos/flipped class material.
Study / Prep	Week 5 Group Preparation	Students will receive time to work on their group presentation.

## Session 10: Week 5 cont'd: Anxiety & Depression & Challenging Behaviour in the Classroom (Oct 7)

- continuation of previous session

## Learning Activities

Type	Name	Description
<b>Discussion</b>	Week 5 cont'd Discussion	Behavioural problems and Response to Intervention
<b>Formative Assessment</b>	Week 5 cont'd Entry/Exit Cards	Each week, students will be asked to complete a brief reflection based on the readings/videos/flipped class material.
<b>Reading</b>	Week 5 cont'd Readings	<p>Required Reading:</p> <ol style="list-style-type: none"> <li>1. Positive Behaviour Interventions and Supports (PBIS) and Response to Intervention (RTI)</li> <li>2. Putting the Brakes on Behaviour</li> <li>3. Reframe the Behaviour</li> </ol> <p>Additional Reading:</p> <ol style="list-style-type: none"> <li>1. Reframe the Behaviour Self-Regulation Toolkit</li> <li>2. Classroom Behavioural Strategies and Interventions</li> <li>3. Plan B Meeting Checklist</li> </ol>

## Session 11: Week 6: Student Presentations (Oct 20)

- Candidates are able to research, organize, design and present material linked to SEL subject matter in a professional and collaborative manner.
- Candidates are able to engage with the audience to relate pedagogical theory and strategy that supports SEL integration in student learning.
- Candidates are able to communicate with peers/audience effectively and demonstrate how to implement SEL research and strategy in the classroom.
- Candidates are mindful of and explicitly identify connections and/or intersections of SEL with cultural, SES, racial, gender, Indigenous and other identities in today's diverse and inclusive classrooms.
- Reflection time

## Learning Activities

Type	Name	Description
<b>Assignment</b>	Due Week 6 Group Presentation	Groups will present on their topic (30 minutes each), followed by a 5-minute question period and a 5 minute reflection period.

## Learning Activities

Type	Name	Description
Reading	Week 6 Resources	1. Bringing Social Justice Into Focus: "Trauma-Informed" Work With Children With Disabilities, <a href="https://www.tandfonline.com/doi/abs/10.1080/13575279.2020.1765146?needAMarcccess=true&amp;journalCode=cccp20">https://www.tandfonline.com/doi/abs/10.1080/13575279.2020.1765146?needAMarcccess=true&amp;journalCode=cccp20</a>
		2. <a href="https://www.tdsb.on.ca/Community/Indigenous-Education/Resources">https://www.tdsb.on.ca/Community/Indigenous-Education/Resources</a>
		3. Possibilities for Trans-Affirming Policy Potential: A Case Study of a Canadian Catholic School <a href="https://files.eric.ed.gov/fulltext/EJ1238370.pdf">https://files.eric.ed.gov/fulltext/EJ1238370.pdf</a>
		4. How do we support newcomers' social and emotional needs? <a href="https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/chap4.pdf">https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/chap4.pdf</a>

### Session 12: Week 6 cont'd: Student Presentations (Oct 21)

- continuation of previous session

## Learning Activities

Type	Name	Description
Assignment	Due Week 6 cont'd Group Presentation	Groups will present on their topic (30 minutes each), followed by a 5-minute question period and a 5 minute reflection period.

### Session 13: Week 7: Student Presentations (Oct 27)

- Candidates are able to research, organize, design and present material linked to SEL subject matter in a professional and collaborative manner.
- Candidates are able to engage with the audience to relate pedagogical theory and strategy that supports SEL integration in student learning.
- Candidates are able to communicate with peers/audience effectively and demonstrate how to implement SEL research and strategy in the classroom.
- Candidates are mindful of and explicitly identify connections and/or intersections of SEL with cultural, SES, racial, gender, Indigenous and other identities in today's diverse and inclusive classrooms.
- Reflection time

## Learning Activities

Type	Name	Description
Assignment	Due Week 7 Group Presentation	Groups will present on their topic (30 minutes each), followed by a 5-minute question period and a 5 minute reflection period.

## Learning Activities

Type	Name	Description
Reading	Week 7 Resources	1. Social-Emotional Learning for Improving Mental Health Outcomes in Lesbian, Gay, and Bisexual Individuals, <a href="https://www.stevenwoodruff.com/wp-content/uploads/2020/10/Woodruff_2020_SELforLGB.pdf">https://www.stevenwoodruff.com/wp-content/uploads/2020/10/Woodruff_2020_SELforLGB.pdf</a>
		2. Gaps between beliefs, perceptions, and practices: The Every Teacher Project on LGBTQ-inclusive education in Canadian schools <a href="https://www.tandfonline.com/doi/abs/10.1080/19361653.2015.1087929?journalCode=wjly20">https://www.tandfonline.com/doi/abs/10.1080/19361653.2015.1087929?journalCode=wjly20</a>
		3. Perspectives on gender and sexual diversity (GSD)-inclusive education: comparisons between gay/lesbian/bisexual and straight educators, <a href="https://www.tandfonline.com/doi/abs/10.1080/14681811.2014.979341?journalCode=csed20">https://www.tandfonline.com/doi/abs/10.1080/14681811.2014.979341?journalCode=csed20</a>

### Session 14: Week 7 cont'd: Student Presentations (Oct 28)

- continuation of previous session

## Learning Activities

Type	Name	Description
Assignment	Due Week 7 cont'd Group Presentation	Groups will present on their topic (30 minutes each), followed by a 5-minute question period and a 5 minute reflection period.

### Session 15: Week 8: Educator Resilience & Well-being (Nov 3)

- Candidates will be able to distinguish the various signs of burnout, stress, compassion fatigue and vicarious/secondary trauma that sometimes affect educators.
- Conceptualizing burnout vs burn in
- Strategies towards teacher resilience and mindfulness are explored
- Reflection time

## Learning Activities

Type	Name	Description
Discussion	Week 8 Discussion	Educator Resilience & Stress and Burnout/Burnin - Part I
Formative Assessment	Week 8 Entry/Exit Cards	Each week, students will be asked to complete a brief reflection based on the readings/videos/flipped class material.

## Learning Activities

Type	Name	Description
Reading	Week 8 Readings	1. The effect of perceived school climate and teacher efficacy in behavior management on job satisfaction and burnout: A longitudinal study
		2. CYC: CTF on Teacher Work-Life Balance
		3. 4 Steps to teacher recovery from compassion fatigue and burnout during COVID-19 and beyond.

### Session 16: Week 8 cont'd: Educator Resilience & Well-being (Nov 4)

- continuation of previous session

## Learning Activities

Type	Name	Description
Discussion	Week 8 cont't Discussion	Educator Resilience & Stress and Burnout/Burnin - Part II

### Session 17: Week 9: Review, SEL Integration, SEL Strategy Kit (Nov 10)

- Candidates will review CASEL 5 core competencies
- Candidates will understand the link between SEL and Executive Functioning
- Candidates will collect data and demonstrate how to implement the results using the DESSA from Aperture
- The SEL strategies kit will be handed out.
- Reflection time

## Learning Activities

Type	Name	Description
Assignment	Due Week 9 Newsletter	Students will submit a 4-page newsletter on their presentation topic from Group Presentation or related topic that is directed at parents, teachers and/or students to inform them about the issue. Newsletters will be marked based on content, organization, and writing style.
Discussion	Week 9 Discussion	SEL & Executive Functioning SEL Tool Kit, Review Part I
Formative Assessment	Week 9 Entry/Exit Cards	Each week, students will be asked to complete a brief reflection/entry card based on the readings/videos/flipped class material.

## Learning Activities

Type	Name	Description
Reading	Week 9 Readings	Required Reading:  1. DESSA-HSE mini-Form 2. What Does Evidence-Based Instruction in Social and Emotional Learning Actually Look Like in Practice? 3.EF Basics <a href="https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/chap4.pdf">https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/chap4.pdf</a>  Additional Reading:  1. Impact of MindUP Among Young Children: Improvements in Behavioral Problems, Adaptive Skills, and Executive Functioning  .

### Session 18: Week 9 cont'd: Review, SEL Integration, SEL Strategy Kit (Nov 11)

- continuation of previous session

## Learning Activities

Type	Name	Description
Discussion	Week 9 cont'd Discussion	SEL Toolkit, Review Part II

## Assessment Activities

Type	Name	Description
<b>Summative Assessment</b>	Due Wk 6/7: Group Presentation	<p>A 30-minute group class presentation (plus a 5-minute question period) on one of the course topics designed for parents or educators – with handout and group exercise for engagement. Groups will be selected during the first week of class. Topics need to be approved by the instructor. Groups must also choose 1 reading/video for the class to complete before their presentation. The reading/video must not take more than 30 minutes for students to complete. The reading/video must be submitted to the instructor for approval at least 2 weeks before your presentation.</p> <p>Possible Topics:</p> <ol style="list-style-type: none"> <li>1. Social Media and Mental Health</li> <li>2. Bullying and Mental Health</li> <li>3. Sports and Mental Health</li> <li>4. Homophobia/LGBTQ+ and Mental Health</li> <li>5. Race and Mental Health</li> <li>6. Anxiety</li> <li>7. Students with Disabilities</li> <li>8. ADHD and regulation problems</li> <li>9. Newcomers/Immigrants and Social/Emotional Learning</li> <li>10. Other (with permission of instructor)</li> </ol>
		<p>Students will produce a 4-page newsletter on their presentation topic from Group Presentation or related topic that is directed at parents, teachers and/or students to inform them about the issue. Newsletters will be marked based on content, organization, and writing style.</p>
<b>Summative Assessment</b>	Ongoing: Weekly Reflections	<p>Each week, students will be asked to complete a brief reflection based on the readings/videos/class material. This is to provide an understanding of basic concepts and ideas in preparation for class. To get full marks students need to integrate readings, videos, material and practical implications. Students who miss class due to illness or emergency will have the opportunity to submit a 250-word essay by email before next class.</p> <p>Due weekly September-November 2021: There will be no class reflections on student presentation dates (i.e., October 21, 22 October 28, 29).</p>

## This course meets the following Course Outcomes:

Creating safe, caring & accepting school environments: Candidates are introduced to SEL initiatives and theory gaining insight into creating inclusive and safe school environments

The importance of promoting SEL: Candidates will be able to explain the importance of SEL to student learning, mental health and preventing violence in school.

Development of socio-emotional competencies: Candidates will learn how to encourage the development of SEL competencies in the face of challenges that affect student socio-emotional development.

Strategies & Approaches, Interventions & Preventions: Candidates will develop a comprehensive skillset that enables them to implement research-based intervention and strategies.

Integrating curriculum & school-wide initiatives: Candidates will be introduced to effective school and curriculum initiatives that are based on research and successful implementation.

Education & Community Stakeholders, Resources: Candidates will understand how to locate and engage resources and community stakeholders

# How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: [edu.uwo.ca/CSW/my-program/BEd/policies.html](http://edu.uwo.ca/CSW/my-program/BEd/policies.html)

## Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

## Participation:

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or online) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

## Support Services & Resources:



**Health and Wellness**  
[uwo.ca/health](http://uwo.ca/health)



**Peer Support**  
[westernusc.ca](http://westernusc.ca)



**Learning Skills**  
[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous Services**  
[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility Services**  
[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**  
[writing.uwo.ca](http://writing.uwo.ca)



**Financial Assistance**  
[registrar.uwo.ca](http://registrar.uwo.ca)



**Not sure who to ask?**  
Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)