

**COURSE TITLE:** STUDENT, CLASSROOM & WHOLE SCHOOL DISCIPLINE

**WA CLOCK HRS:** 50

**NO. OF CREDITS:** 5 QUARTER CREDITS  
[semester equivalent = 3.33 credits]

**OREGON PDUs:** 50

**PENNSYLVANIA ACT 48:** 50

**INSTRUCTOR:** Michael Sedler  
mike@communicationplus.net

**COURSE DESCRIPTION:**

Noted psychologist Abraham Maslow shares that people have specific needs in their lives. Areas of safety and belonging are critical components to a healthy person. Unfortunately, put-downs, gossip, and criticism abound throughout our schools, leaving many students feeling isolated, picked-on and unsafe. This course will examine strategies that will help you create a milieu of success and positive interactions in your school. Strategies to develop classroom discipline plans, classroom rules, building-wide discipline plans, and ideas for helping students avoid criticism, gossip and rumors will be presented. A major emphasis will be on how gossip, rumors and negative comments impact students and adults.

This course is appropriate for all educators P-12.

**LEARNING OUTCOMES:** Upon completion of this course, participants will have:

1. Identified motivation for put-downs and negative comments.
2. Re-framed and re-directed gossip among students and staff.
3. Developed a safe classroom environment that will encourage student growth.
4. Utilized effective conflict resolution strategies with students.
5. Taught specific conflict mediation strategies to students and help them implement them with peers.
6. Identified the sources of conflict and ways to help students identify these same sources.
7. Taught effective responses to criticism, put-downs and negative talk.

**COURSE REQUIREMENTS:**

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

**HOURS EARNED:**

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

**UNIVERSITY QUARTER CREDIT INFORMATION**

**REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT**

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

**CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)**

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

## **ADDITIONAL COURSE INFORMATION**

### **REQUIRED TEXT**

Each student will choose their text book for this course which allows for personal areas of focus within the course information. At the end of the course manual is a bibliography of potential books. However, feel free to pick one off the the list that is compatible with this course.

None. All reading is online.

### **MATERIALS FEE**

A course manual may be downloaded, from the instructor's website at <http://www.michaelsedler.com> There is no charge of the manual. Click on classes, from there scroll down the page and click on the orange lettering 'Manual' next to the class "Student, Classroom...". It will download as a PDF. While there is no fee for the manual, you may have to pay to order a book from the bibliography or one of your own choosing. Or, you may borrow one from a friend or check one out at the public library for free.

## **ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT**

### **A. INFORMATION ACQUISITION**

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

#### **Assignment #1: Read the Manual.**

Read all materials in the manual sent by instructor. Reminder, all students taking this course for credit must complete the final integration paper (assignment #12). Manuals have been updated as of April 2024. You must download a current copy for this course.

#### **Assignment #2: Read a Book.**

Read a book from the Bibliography or one of student's choice (instructor approved).

Critique the book based on personal experiences. Write a 2-3 page paper.

If taking this course in a group, each person should read a book. Only one person needs to write a 2 page summary.

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net). Subject line to read ?Discipline #1.?

#### **Assignment #3: Case Study.**

Read enclosed case study in manual, answer questions at end.

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net). Subject line to read ?Discipline #3.?

#### **Assignment #4: Complete Worksheets In the Manual.**

Complete all required pages and worksheets within the manual.

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net). Subject line to read 'Discipline #4.'

#### **Assignment #5: Classroom Observation.**

Observe another classroom. Note specific strategies used by the teacher to minimize negative conversations among students.

List potential intervention strategies to help minimize or neutralize these types of comments in your learning environment.

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net). Subject line to read 'Discipline #5.'

#### **Assignment #6: Summary of Observations.**

Interview a student regarding the conflict resolution questionnaire found in manual or have an entire class fill out the questionnaire.

After having a student or classroom fill out the conflict resolution questionnaire, write a summary of this assignment noting impressions and observations (1-2 pgs).

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net). Subject line to read ?Discipline #6.?

**Assignment #7: No Gossip.**

Share the concept of minimizing gossip and tattling with a class, student, or other selected individual(s).  
Have them observe selected settings and notice the amount of gossip taking place.  
Choose a time of the day or week to practice a "no gossip" time frame.  
Discuss the results with the class or individual(s).

**Assignment #8: Observe Non-Classroom Settings.**

Observe at least two non-classroom settings (cafeteria, hallway, bus area, outside in community, etc.) and compare it to the "safety net" environment discussed in this course.

Summarize your observations in a 1-2 page paper.

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net). Subject line to read 'Discipline #8.'

**ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT****B. LEARNING APPLICATION**

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

**Assignment #9: Safety Net.**

Develop a classroom-wide "safety net" for a classroom (see sample in manual). Included should be classroom rules, rewards, consequences and parental contacts (2-3 pgs.).

Send to instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net). Subject line to read 'Discipline #9.'

**Assignment #10: Lesson Development.****Assignment #10: You must choose either "A" or "B" (Required for 400 and 500 Level)****Assignment #A: (SEND commentary to Instructor)**

- Develop a lesson to reflect what you've learned in this course.
- Implement your lesson with students in your classroom.
- Write a 2 page commentary on what worked well and what could be improved.
- Include any student feedback on your lesson.

***(The following is encouraged but not required):***

- Share what you've learned with other teachers taking our courses by also contributing your Lesson to The Heritage Institute Lesson Library located at <https://www.hol.edu/lesson-plan-library>

**OR****Assignment #B: (SEND lesson and summary to Instructor)** Use this option if you do not have a classroom available.

- Develop a lesson to reflect what you've learned in this course. (Do not implement it.)
- Write a 2 page summary concerning any noteworthy success you've had as a teacher with one or more students.

***(The following is encouraged but not required):***

- Please refer to the guidelines on our blog <https://www.hol.edu/blog> prior to writing your article.
- Please email a copy to [Yvonne Hall](mailto:Yvonne Hall) ([yvonne@hol.edu](mailto:yvonne@hol.edu)) THI blog curator and media specialist.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Subject line to read: (Course Name, Blog)

Send to Instructor: [mike@communicationplus.net](mailto:mike@communicationplus.net) Subject line to read 'Discipline' #10 (A or B.)

### Assignment #11: (500 Level only)

In addition to the 400 level assignments, complete **one (1)** of the following assignment options:

**Option A)** Mentor one other teacher in the methods and information from this class. Write up the results. (2-3 pgs.).

**Send to instructor:** [mike@communicationplus.net](mailto:mike@communicationplus.net) **Subject line to read ?Discipline #11-A.?**

**OR**

**Option B)** Another assignment of your own design, with the instructor's prior approval.

**Send to instructor:** [mike@communicationplus.net](mailto:mike@communicationplus.net) **Subject line to read ?Discipline #11-B.?**

### C. INTEGRATION PAPER

Assignment #12: (Required for 400 and 500 Level)

#### SELF REFLECTION & INTEGRATION PAPER

**(Please do not write this paper until you've completed all of your other assignments)**

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
  2. What aspects of the course were most helpful and why?
  3. What further knowledge and skills in this general area do you feel you need?
  4. How, when and where will you use what you have learned?
  5. How and with what other school or community members might you share what you learned?
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#### INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

#### QUALIFICATIONS FOR TEACHING THIS COURSE:

Mike Sedler, D.Min., M.S.W. brings over 30 years of educational experience as an administrator, social worker, behavior specialist and teacher to each of his classes.

He provides consultation services and seminars throughout the United States and Canada for schools, agencies and businesses. He has been teaching "adult learning classes" since the mid 1980's and has had the privilege of working for The Heritage Institute for over 25 years.

He has a graduate degree in Social Work, a Doctoral degree in Ministry, a Counseling license, as well as his teaching certification (K-8). His combination of classroom experience, behavior intervention approaches, and involvement in working with hundreds of families allows for an excellent blend in all his classes.

Mike is passionate about children and emphasizes the importance of avoiding power struggles, offering options/choices to children, setting clear boundaries and guidelines as well as finding a place of positive engagement and connection with each individual. His heart for people and emphasis on positive communication are found throughout his seminars and classes.

All of Mike's classes are practical and "field tested" in schools and classrooms. Educators have found ongoing success in implementing Mike's clear and concise approaches.

#### BIBLIOGRAPHY

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