

COURSE TITLE: UNDERSTANDING & CONNECTING with AGGRESSIVE STUDENTS
WA CLOCK HRS: 30
OREGON PDUs: 30
PENNSYLVANIA ACT 48: 30
NO. OF CREDITS: 3 QUARTER CREDITS
[semester equivalent = 2.00 credits]
INSTRUCTOR: Michael Sedler
mike@communicationplus.net

COURSE DESCRIPTION:

School systems have been very visible in their attempts to work with high risk children, areas of specific concern surround aggression and out of control behaviors. This class will investigate social, emotional and environmental factors that impact students. Specific, and proven, strategies for de-escalation and teaching students alternative behaviors will be presented. As an educator, we do not need to be intimidated by the words "At Risk", "High Risk" or "Out of Control". During the study of this course, each person will learn effective strategies that will immediately transfer into the school system. Upon the conclusion of this course, each person will have a clearer direction in intervening with difficult students and feel more confident in approaching these students.

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

1. Listed factors that increase the probability of acting out behaviors.
2. Explained and understand the verbal continuum patterns in escalating behaviors.
3. Differentiated between verbal and nonverbal cues as well as identifying intervention strategies.
4. Analyzed a case study and effectively described escalating behaviors and precursors to the behavior.
5. Written an effective behavior programs for students
6. Have an increased understanding and repertoire in communicating with aggressive students.

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 participant's 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

Chosen text from Bibliography plus all handout materials, case study, and samples.

Text may be purchased directly from publishing companies.

None. All reading is online.

MATERIALS FEE

A course manual may be downloaded, from the instructor's website at <http://www.michaelsedler.com/> without charge, once you have registered for this course. Click on classes, from there scroll down the page and click on the orange lettering 'Manual' next to the class "Understanding Aggression". It will download as a PDF. While there is no fee for the manual, you may have to pay in order to order a book from the bibliography. 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

Assignment #1: Read a Book.

Read a book from the Bibliography or one of your choice with the instructor's approval. Write a 2-3 page summary of the text.

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. Subject line to read ?Aggressive #1.?

Assignment #2: Complete Required Pages In the Manual.

Read all materials enclosed in the packet and complete all pages that say "Send To Instructor."

Send to instructor: mike@communicationplus.net. Subject line to read ?Aggressive #2.?

Assignment #3: Difficult Person.

Complete "Who is the difficult person?" form.

Send to instructor: mike@communicationplus.net. Subject line to read ?Aggressive #3.?

Assignment #4: Student Candidate.

Choose one student as a "focus" for the class.

To maintain privacy, please do not refer to students in your paper by their actual name, but rather use an alias or designation such as "Student A."

Assignment #5: Child Study.

Read the file of student(s) chosen, interview other teachers who have had the student, and gain any other information possible.

Assignment #6: Behavior Management Plan.

Write 2-3 page behavior management plan for the student. Sample programs are enclosed. You do not need to follow the sample outlines, they are only suggestions.

Send a copy to instructor: mike@communicationplus.net. Subject line to read ?Aggressive #6.?

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 are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

Assignment #7: Weekly Meeting.

Meet with a fellow educator on a weekly basis (for a three week period) and discuss problematic behaviors in the classroom. Specifically focus on aggression and disruptive actions.

Assignment #8: Final Write-Up.

Write a 2-3 page final paper on your student. Include modifications made to program, insights, suggestions, what worked, what didn't, etc. Be sure to include the history and analysis of student.

Send to instructor: mike@communicationplus.net Subject line to read ?Aggressive 9.?

Assignment #9: Lesson Development.

Assignment #9: 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 (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, Subject Line to read 'Aggressive #9 (A or B.)?

Assignment #10: (500 Level only)

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

Option A) Consult with a fellow educator on one of their students. Write a 2-3 page summary of suggestions.

Send to instructor: mike@communicationplus.net Subject line to read ?Aggressive 10-A.?

OR

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

Send to instructor: mike@communicationplus.net Subject line to read ?Aggressive 10-B.?

C. INTEGRATION PAPER

Assignment #11: (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.)

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?

Send to your instructor at their email address. Subject line to read "(put course name here) Integration Paper"

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**UNDERSTANDING & CONNECTING with AGGRESSIVE STUDENTS**

Beaudion, Marie Nathalie. *Responding To The Culture Of Bullying And Disrespect*. Corwin Press, 2009. Looking at the topic of bullying and aggression (grades K-12.) www.corwin.com 800 233 9936.

Carter, Les. *The Anger Workbook*. Thomas Nelson, 2012. A book to help people understand the cycle of anger (Adult.) www.harpercollins.com 800 251 4000.

Criswell, Patti Kelley & Martini, Angela. *Stand up for yourself and your friends*. American Girl Publishing, 2016. Recognize bullying and be prepared to handle it (grades 3-7) www.americangirlpublishing.com 800 233 0264.

Donnelly, Kate Collins. *Starving The Anger Gremlin*. Jessica Kingsley Publisher, 2012. Imaginative book discussing areas of anger (grades 3-8.) www.jkp.com 866 416 1078.

Fields Douglas. *Why We snap: Understanding the rage circuit in the brain*. Penguin Books, 2016. Understanding the brain and how aggression occurs (grades K-12.) www.penguin.com 978 750 8400.

Greene, Ross. *The Explosive Child*. Boys Town Press, 2014. Ideas for understanding and working with inflexible children and explosive situations (K-8.) www.boystownpress.org 800 282 6657.

Larson, Jim. *Helping Schoolchildren Cope With Anger*. Guilford press, 2010. Strategies to implement an anger coping program (grades 2-8.) www.guilford.com 800 365 7006.

McGinnis, Ellen. *Skillstreaming Series*. Research Press, 2011. Series of books to help with 50 individual skills specific to grade levels (Grades K-12.) www.researchpress.com. 800 519 2707.

Nelsen, Jane, et al. *Positive Discipline Series*. Empowering People Inc. 2013. Create cooperation and self-discipline in students (grades K - 12, series.) www.empoweringpeople.com 800 456 7770.

Purcell, Mark and Murphy, Jason. *Mindfulness for Teen Anger*. New Harbinger Publications, 2014. How to help teens gain control of emotions (grades 6-12.) www.newharbinger.com 800 748 6273.

Raine, Adrian. *The Anatomy Of Violence*. Vintage Press, 2014. A look at the evolution of violence: genetics, environment, or choice (grades K-12.) www.randomhouse.com 212 782 9000.

Reyes, Carmen. *Thinking, Feeling, Behaving*. Research Press. 2012. Helping children address thoughts and consequences (grades K-12.) www.createspace.com.

Riley, Philip. *Attachment Theory and Student/Teacher Relationships*. Routledge, 2010. How students form and maintain relationships (grades K-12.) www.routledge.com 800 634 7064.

Simmons, Rachel. *Odd Girl Out*. Harvest Books, 2011. Insight into stereotypes, aggression, and female bullying (grades 5-12.) www.harvesthousepublishers.com 800 547 8979.