

COURSE TITLE: UNDERSTANDING AND CONNECTING WITH AGGRESSIVE STUDENTS
NO. OF CREDITS: 3 QTR CREDITS **WORK HRS:** 90
INSTRUCTOR: MICHAEL SEDLER, D.Min, M.S.W.
PO BOX 30310 **complus@spocom.com**
SPOKANE WA, 99223 **509/443-1605**

ASSIGNMENT CHECKLIST

The assignment checklist will help you plan your work. Check off completed items.
An asterisk (**) by an assignment means send it to the instructor.

400 & 500 LEVEL

A. INFORMATION ACQUISITION:

- _____ 1. Read assigned/selected book.
- _____ 2. Read all enclosed material in packet.
- ** _____ 3. Complete the "Who's the difficult person now?" form. Send to Instructor.
- _____ 4. Choose one student as "focus" for the class
- _____ 5. Review file, interview educators, gain information.
- ** _____ 6. Write a 2-3 page behavior management plan for student. Send to Instructor.

B. LEARNING APPLICATION:

- _____ 7. Meet with fellow educator weekly to discuss problem behaviors and get suggestions.
- _____ 8. Contact the instructor by phone, if necessary.
- ** _____ 9. Implement your behavior management program.
- ** _____ 10. Make ongoing modifications to the program on a weekly basis.

500 LEVEL ASSIGNMENT

- ** _____ 11. In addition to the 400 level assignment, do **one** of the following:
 - Write a 2-3 page summary of the text read for this class and send to instructor.
- OR**
- Consult with a fellow educator on one of their students. Write a 2-3 page summary.

400 & 500 LEVEL

C. SELF-REFLECTION & INTEGRATION PAPER:

- ** _____ 12. Write a 3-5 page summary paper on your work with the student. Send to instructor.
- ** _____ 13. Write a 2-3 page Integration Paper as described in the syllabus.

NOTES:

- To maintain student privacy, please do not refer to students by their actual name in your papers. An alias or designation of "student #1" is acceptable.
- You may work collaboratively and submit joint assignments on all but the Self-Reflection and Integration Paper portion that must be individually authored and submitted.
- Alternatives to written assignments (video, audio tape, photo collage, etc.) are permissible with instructor's prior approval.
- You may send assignments one at a time or all together.
- Grades are submitted after all assignments and Integration Paper are received and reviewed.

**COURSE TITLE: UNDERSTANDING & CONNECTING
WITH AGGRESSIVE STUDENTS**

NO. OF CREDITS: 3 QTR CREDITS

WORK HRS: 90

**INSTRUCTOR: MICHAEL SEDLER, D. MIN., M.S.W.
PO BOX 30310
SPOKANE WA, 99223
509/443-1605
complus@spocom.com**

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. Material fee is \$5.00 plus the cost of a book of your chosen.

LEARNING OUTCOMES:

As a result of taking this course, participants will learn how to:

1. List factors that increase the probability of acting out behaviors.
2. Explain and understand the verbal continuum patterns in escalating behaviors.
3. Differentiate between verbal and nonverbal cues as well as identifying intervention strategies.
4. Analyze a case study, effectively state escalating behaviors and precursors to the behavior.
5. Write effective behavior programs for students.
6. Have an increased understanding and repertoire in "communicating" with aggressive students.

COURSE REQUIREMENTS:

Following are general course requirements weighted for determining the granting of university credit. Antioch University requires 75% or better to issue credit at the 400 level and 85% or better to issue credit at the 500 level.

- | | |
|--|-----|
| 1. Completion of Information Acquisition assignments | 30% |
| 2. Completion of Learning Application assignments | 40% |
| 3. Completion of Self-Reflection and Integration assignments | 30% |

IMPORTANT NOTE:

To maintain student privacy, please do not refer to students by their actual name in your papers. An alias or designation of "student #1" is acceptable.

400 & 500LEVEL

A. INFORMATION ACQUISITION:

In order to expand knowledge in subject area, each person will:

1. Read a book from the bibliography or one of your choice with the instructor's approval.
2. Read all materials enclosed in the packet.
3. Complete "Who is the difficult person?" form. Send to instructor.
4. Choose one student as a "focus" for the class.
5. Read the file of student(s) chosen, interview other teachers who have had the student, and gain any other information possible.
6. 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.

400 & 500LEVEL

B. LEARNING APPLICATION:

7. Meet with a fellow educator on a weekly basis and discuss problematic behaviors in the classroom.
8. Contact the instructor by phone if you have questions or need assistance.
9. Implement the behavior management program.
10. Make ongoing modifications to the program on a weekly basis.

500 LEVEL ASSIGNMENT

11. In addition to the 400 level assignment do **one** of the following:

- Write a 2-3 page summary of the text read for this class and send to instructor.
- OR**
- Consult with a fellow educator on one of their students. Write a 2-3 page summary of suggestions and send to instructor.

400 & 500LEVEL

SUMMER OPTIONS:

- If you have access to a summer school program, contact a teacher and use a student from their class.
- Select a student you had in past years, write a program for him/her noting what problems you have incurred and what modifications would have been necessary.
- If you have children of your own, choose one, then write a program and monitor the progress. Share insights and modifications to the program.

400 & 500 LEVEL

C. SELF-REFLECTION & INTEGRATION PAPERS:

12. Write a 3-5 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 it to the instructor.

13. Write and send to the instructor a 2-3 page Integration Paper responding to the following:
 - What you learned versus what you expected to learn from this course.
 - Which aspects of the course were most helpful and why?
 - What would you do differently in another independent study?
 - How and when you plan to continue your learning and application from this course?
 - Evaluate your communication with your instructor, availability, and the materials provided.

REQUIRED FORMAT & HEADING FOR ALL ASSIGNMENTS:

All assignments are to be typed or word-processed, double-spaced and single sided. A heading is required on page one of all assignments for credit. Use the following format.

NAME	COURSE NUMBER
DATE	COURSE NAME
INSTRUCTOR NAME	

INSTRUCTOR COMMENTS ON YOUR WORK:

If you would like to receive the instructor's comments on your work, please send a self-addressed stamped envelope with your assignments.

REQUIRED READING:

Course manual, all handout materials, and samples
Chosen text from bibliography.

MATERIALS FEE:

\$5 for the course manual of handouts, information, and mailing fee to be paid to the instructor by check or money order. In addition you are expected to obtain text of your choice for the course.

QUALIFICATIONS FOR TEACHING THE COURSE:

Michael Sedler brings over 25 years of educational experience as an administrator, social worker, behavior specialist and teacher to each of his classes. He provides consultation and seminars throughout the Northwest and Canada for schools, agencies and businesses. He has a graduate degree in Social Work, a doctor degree in Ministry as well as his teaching certification. All of Mike's classes are practical and "field tested" in schools and classrooms. Educators have found success in implementing Mike's clear and concise approaches.

UNDERSTANDING AND CONNECTING WITH AGGRESSIVE STUDENTS BIBLIOGRAPHY

You may pick a book not from the list with the instructor's approval. To order a book, contact the publisher or purchase through a bookstore, on-line, or other retail outlets.

Aggression Replacement Training. Dr. Arnold Goldstein. Research Press. 1998. Social skills manual for working with aggressive youth (grades 7 – 12). www.researchpress.com (800) 519-2707.

Choice Theory. William Glasser. HarperCollins Publishers. 1999. Evaluating ones life and outlook (Adults) www.harpercollins.com 800-242-7737.

How To Create Positive Relationships With Students. Michelle Karns. Research Press. 1994. Activities to enhance relationships in school. (Grades 3 – 9). www.researchpress.com 800-519-2707.

How To Take The Grrr Out Of Anger. Elizabeth Verdick. Free Spirit Publishing, 2002. Helping children to work through anger (grades 2 – 6). www.freespirit.com 800-724-6527.

Leave No Angry Child Behind. Anna McFadden. Courage to Change. 2004. 160 proactive tips and strategies to reducing anger in students (grades K – 12). www.couragetochange.com 800-440-4003.

141 Creative Strategies For Reaching Adolescents. Tom Carr. Youthlight, Inc. 2005. Intervention approaches for teens (grades 5 – 12). www.youthlight.com 800-365-9774.

Positive Discipline Series. Jane Nelsen, et al. Empowering People Inc. 2006. Create cooperation and self-discipline in students (grades K – 12, series). www.empoweringpeople.com 800-456-7770.

Skillstreaming Series. Ellen McGinnis and Arnold Goldstein. Research Press, 1997. Series of books to help with individual skills. (Grades K – 12). www.researchpress.com. 800-519-2707.

Teens in Turmoil. Carol Maxym. Boys Town Press, 2001. Helps parents and teachers turn fear and desperation into hope for the out of control child (K – 12). www.boystownpress.org 1-800-282-6657.

The Anger Trap. Les Carter. Jossey-Bass, 2004. A book to help people understand the cycle of anger (Adult). www.josseybass.com 800-225-5945

The Explosive Child. Ross Greene. Boys Town Press, 2005. Ideas for understanding and working with inflexible children and explosive situations (K – 8). www.boystownpress.org 1-800-282-6657.

Thinking, Feeling, Behaving. Dr. Ann Vernon. Research Press. 2006. Helping children address thoughts and consequences (grades K – 12, series). www.researchpress.com 800-519-2707.

Transforming Anger to Personal Power. Susan Gingras Fitzell. Research Press. 2007. Teaching anger management (grades 6 – 12). www.researchpress.com 800-519-2707.

When All Else Fails. Tom Carr. Youthlight, Inc. 2003. Helping professionals with disruptive students (grades K – 12). www.youthlight.com 800-365-9774.