

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

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

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 own textbook 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 not on 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 "Understanding Aggression". 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 the entire [manual](#) and send a one page summary of what you hope to learn in this class. Everyone taking the class, including in groups, must complete this assignment. Download the current manual from my website.

Assignment #2: Read Your Chosen Text.

Read a book from the bibliography or one of student's choice. If taking this course in a group, each person should read a book. Only one person needs to write a summary.

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

Assignment #3: Complete The Designated Worksheets In The Manual

Complete the assignments for:

Distorted Thinking (page 23)

Anger: 5 Approaches (p. 43)

Write a **1-2 page summary** for each assignment

Assignment #4: Student Candidate.

Think of one student to use for this class as you develop a behavior plan. Go over the Management Program guidelines found on page 49 and outline the needs for this student. What will be the barriers to success? **Write a 1-2 page summary.**

Assignment #5: Behavior Management Plan

Write 2-3 page behavioral management plan for the student (in assignment #4). Sample programs are enclosed on pages 51-53. You do not need to follow the sample outlines, they are only suggestions.

Assignment #6: Read Article In Manual.

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.?**

Assignment #7: Connect With A Peer.

Meet with a fellow educator on a weekly basis (for a three week period) and discuss problematic behaviors in your setting. Focus on aggression and disruptive actions. Write a **1-2 page summary** of your time together.

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 #8: Read Additional Articles.

Investigate additional areas of learning on the topic of anger (read two articles on line, listen to Ted Talks, other resources) and **write a 2 page summary** of your learning in the area of aggression and anger.

Assignment #9: Lesson Development.

Assignment #A:

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.

OR

Assignment #B:

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.

Assignment #10: (500 Level ONLY)

Assignment #10: (500 Level only)

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

Option A) Mentor another individual in the concepts of this class. Have them share two or three key concepts that they would like to implement within their work or social setting. **(1-2 pages)**.

OR

Option B) Create a PowerPoint presentation for your staff based on this course and focused on perspectives or strategies you feel

would be beneficial for your school. **Minimum of 15 slides.** Save this as a pdf.

OR

Option C) Another assignment of your own design, with instructor prior approval.

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)

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?
-
-

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, M.S.W., D. Min., brings over 40 year of educational experience as a special education director, social worker, behavior specialist and teacher to each of his classes. He provides consultation and seminars throughout the United States and Canada for schools, agencies and businesses. He has a graduate degree in Social Work, a Doctoral degree in Ministry, a Counseling license, as well as his teaching certification. Mike has worked with children of all ages, specifically with children exhibiting behavioral challenges, mental health concerns, and characteristics of Autism Spectrum Disorder. In addition, he taught general education classes in the elementary school and middle school arenas. 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. All of his course material may be immediately implemented into a school or a home.

BIBLIOGRAPHY

UNDERSTANDING & CONNECTING with AGGRESSIVE STUDENTS

You may choose a book from this list or one of your own choosing that is compatible with this course. Please let the instructor know if you choose a book that is not on this list.

Bostock, Richie. Exhale: 40 Breathwork Exercises to Help You Find Your Calm, Supercharge your Health, and Perform at Your Best. 2020. Penguin Random House. www.penguinrandomhouse.com.

Causton, Julie and MacLeod, Kate. From Behaving to Belonging, ASCD, 2020. www.ascd.org

Coyne, Peter. The Unbreakable Mind: Overcoming Anxiety, Stress, and Overthinking. Independently Published, 2023. Avoiding obstacles of negative habit patterns. (P-12) www.amazon.com

Ervin, Scott. The Classroom Behavior Manual. ASCD Publishing, 2022. www.ascd.org How to respond to difficult behaviors. (grades P-12).

Fitzell, Susan Gingras. Transforming Anger to Personal Power. Research Press. 2019. Teaching anger management (grades 6 – 12). www.researchpress.com

Free Spirit Publishing. Temper Tamers in a Jar. Free Spirit Publishing, 2023. Learn how to keep calm and keep our cool. www.freespiritpublishing.com

Ketterer, William. Reducing Anger and Violence in Schools. Routledge Publishing, 2019. Pragmatic book to help students self-manage and increase self esteem. (P-12). www.routledge.com

Rey, Alex. How to Deal with Challenging Behaviors in the Classroom. Independent, 2021. Essential ideas for promoting guidelines in schools. Amazon books. www.amazon.com

Sprick, Randy. Discipline in the Secondary Classroom. Jossey-Bass. 2021. Insightful book on discipline with teens. (grades 6-12). www.wiley.com

Walls, Scott. Oppositional, Defiant, and Disruptive Children and Adolescents. PESI Publishing, 2016. <https://publishing.pesi.com> A helpful guide to recognizing characteristics of defiance and interventions (grades 2-12).