

Succeeding With Difficult Students®

GRADES K–12

GRADUATE CREDIT: 3 SEMESTER HOURS

Educators often find themselves in a constant struggle with the same students day after day. This course provides educators with a framework for working effectively with difficult students. Educators in this course can learn to see the world from the student's perspective so that they may begin to build trust and, ultimately, the foundation for a positive relationship. Education professionals discover that helping hard-to-reach students to succeed can be one of the most challenging and rewarding experiences of their careers.

This course is designed for K–12 classroom teachers, lead teachers, curriculum coordinators, special education teachers, counselors, and subject teachers.

COURSE TOPICS

- Who are difficult students?
- Positive behavior support
- Establishing positive relationships with students
- Engaging and motivating students
- Recognizing cultural differences
- Identifying the special needs of difficult students
- Targeted interventions
- Intensive interventions
- Individualized behavior plans
- Students with emotional and behavioral disorders
- Bullying

COURSE OUTCOMES

By the end of the course, educators will:

- Evaluate current practices in addressing student behavior in the classroom.
- Analyze and implement strategies for building positive and personal relationships with all students, and especially difficult students.
- Explain how culturally responsive teaching helps to create a positive classroom climate, establish positive relationships, and motivate students.
- Analyze the special needs of a student who wants attention, a student who needs motivation, and a student who needs firm nonconfrontational limits and explore strategies for teaching appropriate behavior to each type.
- Develop strategies for effectively defusing confrontations with difficult students.
- Evaluate strategies for using administrators, other staff members, parents, and Teacher Assistance Teams effectively to increase their success in dealing with difficult students.
- Analyze strategies for effectively working with students with emotional and behavioral disorders.
- Evaluate resources and issues related to classroom bullying.

METHODS OF ASSESSMENT

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Dialogue Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

COURSE MATERIALS AND FORMAT

Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

PRINT & DVD FORMAT

Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

- The print study guide:
 - *Succeeding With Difficult Students*®
- The DVD:
 - Laureate Education, Inc. (Executive Producer). (2009). *Succeeding with difficult students*. Baltimore: Executive Producer.
- The course textbook(s):
 - Canter, L., & Canter, M. (1993). *Succeeding with difficult students*. Bloomington, IN: Solution Tree.
 - Vitto, J.M. (2003). *Relationship-driven classroom management: Strategies that promote student motivation*. Thousand Oaks, CA: Corwin Press.
- The other required readings

ONLINE FORMAT

Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. The online course includes:

- Access to the online classroom for:
 - *Succeeding With Difficult Students*®
- Access to the video programs in the online classroom as well as a back-up DVD:
 - Laureate Education, Inc. (Executive Producer). (2009). *Succeeding with difficult students*. Baltimore: Executive Producer.
- The course textbook(s):
 - Canter, L., & Canter, M. (1993). *Succeeding with difficult students*. Bloomington, IN: Solution Tree.
 - Vitto, J.M. (2003). *Relationship-driven classroom management: Strategies that promote student motivation*. Thousand Oaks, CA: Corwin Press. [APA formatted reference to textbook.
- Access to the other required readings

SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

Note: If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at www.mozilla.org.

Trademark Information

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- Mozilla and Firefox are registered trademarks of the Mozilla Foundation.
- Adobe, Flash, and Acrobat Reader are registered trademarks of Adobe Systems Incorporated in the United States and/or other countries.

EDUCATION EXPERT

Lee Canter, M.S.W.

Lee Canter is a nationally recognized expert in behavior management. His programs have helped over one million educators create more harmonious classroom and school environments, where teachers can teach and students can achieve greater success. He is the author of numerous books, including *Assertive Discipline®*, *The High-Performing Teacher®*, *Classroom Management for Academic Success*, and *Succeeding with Difficult Students®*.



ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT OUR PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter’s quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.[†] Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. Canter and Walden University are both subsidiaries of Laureate Education, Inc.

*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden’s programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

[†]It is each student’s responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.