

# Succeeding With Difficult Students<sup>®</sup>

GRADES K–12

*Succeeding With Difficult Students<sup>®</sup>* is a course developed to help teachers examine effective behavior management strategies to utilize with students with serious behavioral or motivational concerns. Proven methods to reach out to students with a history of failure—including those who engage in disruptive, off-task behavior with great frequency—are explained in detail. Participants begin by exploring strategies to use with all students to help prevent behavioral problems. They then learn a unique set of skills that target difficult students and help them improve their behavior and become contributing members of the class.

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## 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

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## 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.

## COURSE ASSESSMENT

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

→ **Discussions**

Participants engage in discussions that stimulate professional dialogue among colleagues regarding the content presented. Discussion summaries require participants to make connections among key ideas and synthesize their learning through thoughtful written responses.

→ **Activities**

Activities help participants explore concepts and make connections during the course. Some activities are graded assessments; others are ungraded and are preparation for other assignments.

→ **Application Assignments**

Participants personalize course content and plan how they will apply the theories, concepts, and strategies in their teaching practice.

→ **Quizzes**

Several multiple-choice quizzes assess students' knowledge of the theories, concepts, and strategies presented in the course.

→ **Reflection Paper**

Participants summarize their course learning from a more global perspective in a final reflection paper that exhibits the knowledge and insights gained from the course material.

## COURSE FORMAT AND MATERIALS

This course is offered in two distance-learning formats: print & DVD and online. Participants choose and enroll in one format.

### PRINT & DVD FORMAT

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Participants 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 participant must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and solicit for feedback. It is not necessary for the study partner to be enrolled in the course. Participants enrolled in the print & DVD version should have Internet access in order to connect with the many Web sites that are offered as learning resources. Assignments are submitted via email. Participants will receive:

- 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

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Participants in the online version access the course content through an online learning management system. Teachers are required to participate in virtual discussions via a discussion board with fellow educators with whom they interact. Course texts, Web sites, 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. 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 or higher (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 <http://www.mozilla.com/en-US/firefox/all-older.html>.

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## EDUCATION EXPERTS

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### **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. *Succeeding With Difficult Students®* was developed to meet the challenge of disruptive students who seem to defy teachers' best-intentioned efforts to help them. Throughout this course, you will watch Mr. Canter present strategies that give teachers the skills to build the positive, trusting relationships with difficult students that lead to increased teacher confidence and higher student achievement and self-esteem.



**ABOUT CANTER**

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with 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 295,000 educators address the most critical issues in education through proven programs delivered through distance-learning.

**FOR MORE INFORMATION**

For more information regarding Canter graduate-level courses, visit [www.Canter.net](http://www.Canter.net) or call 1-800-669-9011.

**ABOUT PARTNERSHIP**

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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 a partnering university that 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**

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, [www.ncahlc.org](http://www.ncahlc.org); 1-312-263-0456. Canter and Walden University are both subsidiaries of Laureate Education, Inc.†

\*It is a student's responsibility to check with his/her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.

†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](mailto: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.