

Teaching Students to Get Along® K–6

GRADES K–6

Teaching Students to Get Along® provides practical strategies and solutions for preventing and reducing student conflict. Sections 1–7 focus on strategies for preventing conflict by setting prosocial expectations, encouraging communication and problem solving through thinking circles, using cooperative groups to reinforce prosocial behavior, and helping students learn to appreciate differences and use prosocial skills. However, the course also recognizes that conflict between students is normal and some degree of conflict is unavoidable. Sections 8–14 offer concrete support for reducing conflict by teaching students to respond effectively, manage anger, and resolve and mediate conflicts. Finally, the course addresses bullying behavior and how to implement schoolwide strategies for teaching students to get along.

COURSE TOPICS

- Why You Need to Teach Students to Get Along
- Establishing Prosocial Expectations
- Reinforcing Prosocial Expectations
- Structuring Thinking Circles
- Utilizing Cooperative Teams
- Learning to Appreciate Differences
- Teaching Prosocial Skills
- Encouraging Assertive Responses
- Managing Anger Effectively
- Learning Conflict Resolution Skills
- Using the Peer Mediation Process
- Understanding Bullying Behavior
- Reducing Bullying Behavior
- Implementing Schoolwide Strategies

COURSE OUTCOMES

By the end of the course, educators will:

- Determine prosocial expectations and develop a lesson for teaching them to students.
- Use modeling, teachable moments, and integrated curriculum to reinforce prosocial behavior in the classroom.
- Explore the purpose and benefits of a structured forum, such as a “thinking circle,” that encourages students to think about, learn about, and share experiences regarding prosocial behavior and create a plan to utilize the technique.
- Learn how to use the cooperative-group structure to build cohesiveness among students.
- Learn strategies for helping students to understand, respect, and accept differences in others.
- Learn strategies for helping students understand the differences between effective and ineffective responses to conflict.
- Develop activities for teaching students how to respond to conflict in an assertive manner.
- Learn strategies for increasing students’ awareness of anger and for empowering students to respond to anger in a productive, prosocial manner.
- Analyze the benefits and challenges of using conflict resolution strategies with students.
- Develop a plan to employ strategies for teaching students an effective step-by-step process for resolving conflicts effectively.
- Evaluate the steps of the peer mediation process and analyze the benefits of implementing a peer mediation program.
- Develop effective ways of handling bullying behavior.
- Evaluate strategies for teaching students how to respond effectively when being bullied and how to help another student who is being bullied, and for working with bullies and develop a lesson plan for teaching these strategies to students.

COURSE ASSESSMENT

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

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
 - *Teaching Students to Get Along*®
- The DVD
 - Laureate Education, Inc. (Executive Producer). (2009). *Teaching students to get along*. Baltimore: Executive Producer.
- The course textbook(s)
 - Johnson, D. W., & Johnson R. T. (2005). *Teaching students to be peacemakers* (4th ed.). Edina, MN: Interaction Book Company.
- The other required readings

ONLINE FORMAT

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
 - *Teaching Students to Get Along*®
- Access to the video programs in the online classroom as well as a back-up DVD
 - Laureate Education, Inc. (Executive Producer). (2009). *Teaching students to get along*. Baltimore: Executive Producer.
- The course textbook(s)
 - Johnson, D. W., & Johnson R. T. (2005). *Teaching students to be peacemakers* (4th ed.). Edina, MN: Interaction Book Company.
- 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

Lee Canter, M.S.W.

Lee Canter is a nationally recognized expert and teacher trainer on the topics of behavior management and parent involvement. 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*.

Katia Petersen, Ph.D.

Katia Petersen is an author and recognized training expert in school climate improvement, character education, social-emotional learning, violence prevention, and student and teacher support. She has delivered professional development in schools nationwide to help educators implement comprehensive prevention and promotion programming. She has trained over 65,000 educators and thousands of parents to enhance school success. Dr. Petersen received a doctorate in educational psychology and curriculum design from Union Institute in Cincinnati, Ohio. She earned her master's degree in child psychology and school violence prevention from St. Mary's College in Winona, Minnesota, and her bachelor's degree in child psychology from the College of St. Catherine in St. Paul, Minnesota.

Dr. Petersen has a background in child psychology, educational consulting, and teacher training. She has served as the Violence Prevention Coordinator/Child Abuse Specialist in the St. Paul, Minnesota, public school system, where she implemented the Enhancing Student Well-Being Program in collaboration with the University of Minnesota, Educational Psychology Department. She has authored a number of curriculum texts on conflict resolution and violence prevention, including *Safe & Caring Schools®: Social/Emotional Resources to Improve Academic Success and School Climate*.

Lauren Burton

Lauren Burton is a former executive director of the Los Angeles County Bar Association's Dispute Resolution Services, Inc., a nonprofit organization that provides alternative dispute resolution programs to communities throughout Los Angeles County. Ms. Burton, who holds a bachelor's degree in English, has an extensive background in social work, crisis intervention, and counseling.

Phyllis Steinberg, M.S.W.

Phyllis Steinberg is a former director of Youth and Family Services in the Santa Monica-Malibu Unified School District, where she spearheaded an innovative peer mediation program. She has worked as mediator, primarily in educational settings, for over 15 years, and has trained thousands of people in the peer-mediation process. Ms. Steinberg holds a bachelor's degree in sociology and a master's in social work. She is a founding partner of Oasis Network in Education, an educational consulting company.



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 or call 1-800-669-9011.

ABOUT 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 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; 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 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.