

COURSE TITLE: HIGH MAINTENANCE BEHAVIORS & INTERACTIONS

WA CLOCK HRS: 50

NO. OF CREDITS: 5 QUARTER CREDITS
[semester equivalent = 3.33 credits]

OREGON PDUs: 50

PENNSYLVANIA ACT 48: 50

INSTRUCTOR: Michael Sedler
mike@communicationplus.net

COURSE DESCRIPTION:

This course will investigate the multi-faceted aspects of high needs people and their behaviors. In examining personality and behavior profiles, each participant will gain greater understanding of how to interact with such needy behaviors as a "grenade person" (explosive behavior), the "clinger" (the sponge type behavior), the "wall" (the poor listener), to name a few. The focus of the course will be to investigate our own personal patterns of behavior as well as the behaviors of others. It will help each educator as they work with both students and adults. Specific identifying attitudes and behaviors will be presented. In addition, participants will learn helpful strategies to minimize problematic behaviors, attitudes, and actions. This will be an enjoyable approach and will teach participants to identify behaviors prior to intervening.

This course is appropriate for all educators K-12.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

1. Identified problem behaviors and their impact on others.
2. Developed successful intervention approaches for the above identified behaviors.
3. Written an effective behavior plan for students involving all significant systems that are involved in the students' life.
4. Studied and analyzed behaviors and sequenced them according to their order of occurrence.
5. Taught specific behavior reducing strategies to students and helped students to implement them with peers.
6. Shared information with students and colleagues in a non-threatening manner.
7. Effectively transferred programs and interventions across school, home, and community.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant's 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

A Chosen text from Bibliography.

The participant may purchase text directly from publishing companies. A list of all companies and phone numbers are located in the back of the participant's manual.

None. All reading is online.

MATERIALS FEE

A course manual may be downloaded, from the instructor's website at <http://www.michaelsedler.com/> without charge, once you have registered for this course. Click on classes, from there scroll down the page and click on the orange lettering 'Manual' next to the class "High Maintenance". It will download as a PDF. While there is no fee for the manual, you may have to pay in order to order a book from the bibliography. 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

Assignment #1: Read the Manual.

Read the manual sent by instructor.

Assignment #2: Complete Required Pages In the Manual.

Complete all required pages, worksheets, and case study within the manual.

Send to instructor: mike@communicationplus.net, Subject Line to read ?High Maint #2.?

Assignment #3: Read a Book.

Read a book from the Bibliography or one of participant's choice (instructor approved).

If taking this course in a group, each person should read a book. Only one person needs to write a summary.

Assignment #4: Observe Another Classroom.

Observe another classroom noting specific "high maintenance" behaviors and the implication in the classroom.

Make a list of all behaviors that fall within the spectrum of this course.

Share these with the teacher as well as ideas for interventions. (observing an alternative setting is fine if the school is not available.)

Assignment #5: Outside Observation.

Observe "high maintenance" behaviors found *outside of the school* setting.

Compare and contrast the behaviors found in the two different settings: school, non-school. (1 -2 pages)

Send to instructor: mike@communicationplus.net, Subject Line to read ?High Maint #5.?

Assignment #6: 2 Week Journaling.

Keep a written journal for 2 weeks. There should be a minimum of 3 entries per week.

Identify specific behaviors that you see in people that are discussed within the manual and your chosen textbook. You may use your own personal experiences, behaviors observed in movies, on television or any other media device. Be sure to incorporate concepts and strategies from the chosen book (see #2 above).

You may copy the journal.

Send to instructor: mike@communicationplus.net, Subject Line to read ?High Maint #6.?

Assignment #7: Analysis & Recommendations.

Have one other person (an educator, friend, family member) take one of the behavior tests within the manual.

Discuss results and share intervention approaches.

Assignment #8: Personal Reflections.

Examine your own characteristics and behavior.

Write a 1 page reflection paper about your interactions and patterns in life.

Send to instructor: mike@communicationplus.net, Subject Line to read ?High Maint #8.?

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 are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

Assignment #9: Prepare to Mentor.

Conduct additional reading and/or literature research and combine information from this in the preparation to mentor one other teacher in the methods and information from this class. Write up the results.(2-3 pages)

Send to instructor: mike@communicationplus.net, Subject Line to read ?High Maint #9.?

Assignment #10: Lesson Development.

Assignment #10: You must choose either "A" or "B" (Required for 400 and 500 Level)

Assignment #A: **(SEND commentary to Instructor)**

- 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.

(The following is encouraged but not required):

- Share what you've learned with other teachers taking our courses by also contributing your Lesson to The Heritage Institute Lesson Library located at <https://www.hol.edu/lesson-plan-library>

OR

Assignment #B: **(SEND lesson and summary to Instructor)** 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.

(The following is encouraged but not required):

- Please refer to the guidelines on our blog <https://www.hol.edu/blog> prior to writing your article.
- Please email a copy to [Yvonne Hall](mailto:yvonne@hol.edu) (yvonne@hol.edu) THI blog curator and media specialist.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Subject line to read: (Course Name, Blog)

Send to instructor: mike@communicationplus.net, Subject Line to read ?High #10 (A or B)?

Assignment #11: (500 level only)

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

Option A) Develop an in-service or training program for your school, district or another personal setting. Focus on helping other people to work effectively with at least two of the “high maintenance” people discussed in this course. 2 -3 pages.

Send to instructor: mike@communicationplus.net, Subject Line to read ?High Maint #11-A.?

OR

Option B) Another assignment of your own design with prior approval of the instructor.

Send to instructor: mike@communicationplus.net, Subject Line to read ?High Maint #11-B.?

C. INTEGRATION PAPER

Assignment #12: (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.)

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?

Send to your instructor at their email address. Subject line to read "(put course name here) Integration Paper"

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

HIGH MAINTENANCE BEHAVIORS & INTERACTIONS

You may order the following books by calling the publishing company (number provided), ordering on-line, or through a local bookstore.

Bos, Susan. Strategies for Teaching Students with Learning and Behavior Problems. Pearson, 2014. Interventions to assist in meeting problem behaviors and learning difficulties. www.pearsoned.com

Branson, Robert. Coping With Difficult People. Random House Books. 2012. Reducing trouble from difficult individuals (grades P-12.) www.randomhouse.com 800-733-3000.

Cain, Susan. Quiet: The power of introverts in a world that can't stop talking. Broadway Books. 2013. Discusses the place for introverts within schools and society (grades P-12). www.crownpublishing.com 212-782-9000

Chansky, Tamar. Freeing Your Child From Anxiety. Crown publishing. 2014. Helping children change their negative attitudes to positive thinking (grades P – 8.) www.crownpublishing.com 800-733-3000.

Edwards, Hazel and McGrath, Helen. Difficult Personalities. The Experiment. 2010. Covers various personality profiles of people with successful interventions (P-12) www.theexperimentpublishing.com 212-889-1659.

Evanson, Renee. Powerful Phrases for Dealing with Difficult People. Anacom Press. 2013. Specific ready to use words and phrases for people (grades 7 -12; adult.) www.anacombooks.org 800-250-5308.

Kiersey, David. Portraits of Temperaments. Prometheus Nemesis Books. 2004. Personality profiles and how they relate to other people (Grades 10 -12; adult.) www.keirsey.com 800-734-0039.

Leviss, Kathi Graham. High Maintenance Employees. Sourcebooks, Inc. 2005. How to get the best out of difficult people (adult.) www.sourcebooks.com 800-432-7444.

Parrott, Les. High Maintenance Relationships. Tyndale Press. 1997. Variety of high impact behaviors and strategies for working with them (grades K – 12; adult.) www.tyndale.com 800-323-9400.

Rathvon, Natalie. Effective School Interventions. The Guilford Press. 2008. Proactive interventions for difficult behaviors and personalities (grades K – 12.) www.guilford.com 800-365-7006.

Steiner, Rudolf. The Four Temperaments. Rudolf Steiner Press. 2013. Discusses four types of personalities and strategies to work with each one (P-12.) www.rudolfsteinerpress.com