

COURSE TITLE: STRATEGIES FOR ACTIVE CHILDREN

NO. OF CREDITS: 2 QUARTER CREDITS
[semester equivalent = 1.33 credits]

CLOCK HRS: 18
CEU HRS: 18**

INSTRUCTOR: MICHAEL SEDLER, D. MIN., M.S.W.
509/443-1605
mike@communicationplus.net

COURSE DESCRIPTION

Children that exhibit extremely active behavior are challenging in our school settings. They can create difficulties on the playground, in the lunchroom, during passing periods, as well as in the classroom. Many of these children lack proper social skills and effective communication skills to interact appropriately with others. Due to this, they take extra time from educators and parents. And, they are often mis-diagnosed with ADD/ADHD by those observing them.

This course will present effective strategies to use when working with active children. Whether they are simply "active" or "over active," there are multiple approaches that help these children. We will address issues of ADD/ADHD, myths about over active children, how to help them socially, emotionally, and academically, and how to match interventions with behavior actions.

This course is appropriate for all grades, K - 12 including teachers, para-educators, counselors, and other support personnel

All required articles and handouts have been prepared by the instructor and will be available at class for no additional charge.

LEARNING OUTCOMES:

As a result of taking this course, participants will learn how to:

1. Identify key indicators of AD/HD.
2. Better understand the need for motor activities for children.
3. Distinguish between dependent behaviors and disabling behaviors.
4. Apply effective strategies within the classroom to benefit "special needs" children.
5. Effectively analyze AD/HD needs and strategies to work cooperatively with families.
6. Assess a student need and develop strategies to help increase the success of that child.

COURSE REQUIREMENTS

Following are general course requirements weighted for determining the granting of university quarter credit. To issue credit Antioch University Seattle requires a 75% or better to issue credit at the 400 level and 85% or better at the 500 level.

- | | |
|--|-----|
| 1. Attendance and active participation in all sessions | 40% |
| 2. Reading of articles, handouts, books or texts | 30% |
| 3. Satisfactory completion of all outside assignments | 30% |

** 18 CEU Hours equals 1.8 CEUs.

400 & 500 LEVEL OUTSIDE ASSIGNMENT

Complete **two** of the following assignments:

1. Each participant will analyze a case study. Using the guidelines presented in class, develop an intervention approach for the child. **(2-3 pages, send to instructor)**
OR
2. Observe another classroom or community setting. Using the “active student” guide shared in class, fill out the checklist and share your perspective on the child.
(2 pages, send to instructor)
OR
3. Another assignment of your own design with prior approval of the instructor.

500 LEVEL OUTSIDE ASSIGNMENT

In addition to the 400 level assignment, complete **one** of the assignments below:

4. Conduct additional readings regarding ADHD and/or active personality types and write out an annotated bibliography with at least four references. Include a short paragraph summary of each reference. Write a short analysis of how you can apply the information in each reference to your classroom setting.
(2 pages, send to instructor)
OR
5. Another assignment of your own design with prior approval of the instructor

ASSIGNMENT FORMAT & DUE DATE

- Papers should be typed or word-processed, double-spaced, and sent to the instructor’s address listed in the syllabus, or e-mailed.
- All assignments are due to the instructor within 10 days of the last class session.

REQUIRED MATERIALS:

Articles and handouts prepared by the instructor will be available at class.

MATERIALS FEE:

None

INSTRUCTOR EVALUATION OF WORK:

Please include a self-addressed, stamped envelope with your assignment if you would like to receive the instructor’s comments on your assignments.

QUALIFICATIONS FOR TEACHING THE COURSE:

Mike Sedler, M.S.W. brings over 30 years of educational experience as an administrator, 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 Doctor degree in Ministry, Counseling license, as well as his teaching certification. 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.

STRATEGIES FOR ACTIVE CHILDREN BIBLIOGRAPHY

- Effective School Interventions.* Natalie Rathvon. The Guilford Press. 2003. Proactive interventions for difficult behaviors and personalities (grades K – 12). www.guilford.com 800-365-7006.
- Living with the Active Alert Child.* Linda Budd. Parenting Press, 2003. Characteristics of the active child and strategies to help them succeed (grades K-12). www.parentingpress.com 800-992-6657
- 141 Creative Strategies For Reaching Adolescents.* Tom Carr. Youthlight, Inc. 2005. Intervention approaches for teens (grades 7 – 12). www.youthlight.com 800-365-9774.
- How to Reach and Teach ADD/ADHD Children.* Sandra Rief. Jossey-Bass Publishing, 2005. General book for parents and educators, excellent ideas (grades K – 12). www.josseybass.com 877-762-2974.
- Teaching Problem Students.* Jere Brophy. The Guilford Press. 2003. Dealing with problem behaviors and personalities (grades K – 12). www.guilford.com 800-365-7006.
- The ABC's of Childhood.* Martha Hanson. CreateSpace, 2009. Emphasizing active play for children (birth – 2nd grade). www.createpace.com
- The Survival Guide for Kids with ADD/ADHD.* John Taylor. Free Spirit Publishing, 2006. A kid friendly guide to helping parents with active children (grades K-6). www.freespirit.com 800-735-7323
- The Girls Guide to AD/HD.* Beth Walker. Woodbine House, 2004. Excellent book to understand active girls and their differences from boys (grades K-12). www.woodbinehouse.com 800-843-7323
- Unplug The Kids.* David Dutwin. Adams Media, 2009. Helping children to find an active lifestyle (grades P-6th). www.adamsmedia.com 800-258-0929
- When All Else Fails.* Tom Carr. Youthlight, Inc. 2003. Helping professionals with disruptive students (grades K – 12). www.youthlight.com 800-365-9774.

**STRATEGIES FOR ACTIVE STUDENTS
COURSE SCHEDULE**

Course Schedule is subject to change.

Day 1 (8 a.m. to 6 p.m.)

- ** Foundations of the course
- ** What is AD/HD vs. normal active behavior?
- ** Intervention ideas

Break

- ** Questions/Answers
- ** Case study

LUNCH

- ** Small groups
- ** Understanding the purpose of motor activities
- ** Behavior and re-direction

Break

- ** Myths and truths
- ** Video

Break

- ** Small groups
- ** Large group discussion

Day 2 (8 a.m. to 6 p.m.)

- ** Intervention ideas
- ** Group discussion
- ** Presentation of case study

Break

- ** Speaker
- ** Community resources

LUNCH

- ** Intervention ideas
- ** Involving parents

Break

- ** Parent discussion continued
- ** Small groups

Break

- ** Large group discussion
- ** Questions/Answers