

COURSE TITLE:	ESTABLISHING RULES & BOUNDARIES	WA CLOCK HRS: 60
NO. OF CREDITS:	6 QUARTER CREDITS [semester equivalent = 4.00 credits]	OREGON PDUs: 60
INSTRUCTOR:	Michael Sedler mike@communicationplus.net	PENNSYLVANIA ACT 48: 60
COURSE DESCRIPTION:		

How do we set boundaries and guidelines without it turning into a power struggle? Is the way we set up rules at the beginning of a year that important? Is there a way to help children understand parameters without getting them frustrated? Finding the balance between rules, guidelines, boundaries, and suggestions can be a difficult one for an educator. We need to be consistent in our approaches, yet flexible in working with each student. This class will challenge each person to evaluate their own personal guidelines and rules for their educational setting. We will investigate various strategies to teach children how to follow rules without them becoming oppositional and defiant. In addition, each educator will be asked to explore ways to modify and negotiate new ways of presenting their educational behavioral plans for students. At the end of this course, each person will have a clearer understanding of their own value system, how it impacts their approach to students, and a more defined process of developing specific classroom/school rules.

This is a course designed for all educators working within the school setting, Preschool through High School.

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

1. Evaluated individual rules in the school as they impact each student.
2. Presented rules in a way that increases the responsiveness from students.
3. Helped each child to negotiate their frustrations with boundaries without becoming oppositional.
4. Applied effective strategies within the classroom to benefit "special needs" children.
5. Defined rules, give clear examples, practice successful approaches, and integrate these ideas into the classroom/school setting.
6. Assessed a student need and developed strategies to help increase the success of that child.
7. Understood the difference between implied rules and specified rules.

COURSE REQUIREMENTS:

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

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

HOURS EARNED:

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

You may choose a book from the Bibliography OR Select a relevant book on your own, with my prior approval.

The Bibliography is located at the end of the syllabus.

Text books may be ordered directly from the publisher (see the list/emails at the back of your manual), online, or through bookstores.

None. All reading is online.

MATERIALS FEE

A course manual may be downloaded, from the instructor's website at <http://www.michaelsedler.com> There is no charge of the manual. Click on classes, from there scroll down the page and click on the orange lettering 'Manual' next to the class "Establishing Rules...". It will download as a PDF. While there is no fee for the manual, you may have to pay to order a book from the bibliography or one of your own choosing. 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

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

Assignment #1: Read The Manual

Read the entire [manual](#) and send a one page summary of what you hope to learn in this class. Everyone taking the class, including in groups, must complete this assignment. Download the current manual from my website.

Assignment #2: Read A Chosen Book.

Read a book from the bibliography or one of student's choice. If taking this course in a group, each person should read a book. Only one person needs to write a summary. Critique the book based on personal experiences and insights. [Write a 2-3 page paper.](#)

Assignment #3: Complete Worksheets in Manual.

Complete the following worksheets:

- 1) Establishing Rules (p. 26) [Write a 1-2 page summary](#) of your rules in your setting.
- 2) More Activities For Establishing Boundaries (pgs. 31-32). Implement activity and [write a 2 page summary](#) of findings.

Assignment #4: Research Additional Articles

Go on-line, to a library, or other research area and read 2 articles that focus on classroom discipline. [Write a 2 page summary](#) from one article.

Assignment #5: Read An Article In The Manual

After reading "Rules and Boundaries" article-located at end of manual --**Write 2 page summary.**

Assignment #6: Classroom Observation.

Observe another classroom (or an instructional/structured setting). Compare/contrast your professional rules/boundaries to the observed classroom. **Write a 2 page summary.**

Assignment #7: Read Behavior Management Pages

Read about behavior management on pages 43-44. **Write a one page summary** of your own philosophy of behavior management.

Assignment #8: Evaluate Your Settings.

Evaluate your personal (home) and professional settings. Do you have rules/boundaries in each setting? How are they different/same? Share your thoughts in a **2 page paper.**

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 do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #9: Implement a Top Ten Tip.

Choose 2-3 of the "Top Ten Tips for Classroom Discipline" (pgs. 45-46) to focus on in your setting. **Write a 1-2 page summary** of your implementation/perspective.

Assignment #10: Discussion With Another

Discuss with another person strategies to reduce the frequent violation of rules and boundaries in your chosen setting. Write a **one page summary.**

Assignment #11: Lesson Development.

Assignment #A:

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.

OR

Assignment #B:

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.

Assignment #12: (500 level only)

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

Option A) Mentor another individual in the concepts of this class. Have them share two or three key concepts that they would like to implement within their work or social setting. Develop a plan for the implementation of these ideas. **(1-2 pages).**

OR

Option B) Create a PowerPoint presentation for your staff based on this course and focused on perspectives or strategies you feel would be beneficial for your school. **Minimum of 15 slides.** Save this as a pdf.

OR

Option C) Another assignment of your own design, with instructor prior approval.

C. INTEGRATION PAPER

Assignment #13: (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)

Write a 400-500 word Integration Paper answering these 5 questions:

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?

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**ESTABLISHING RULES & BOUNDARIES**

You may choose a book from this list or one of your own choosing that is compatible to this course. Please let the instructor know if you choose a book that is not on this list.

Bunting, Bryce and Baldwin, Amy. Promoting Belonging, Growth Mindsets, and Resilience To Foster Student Success.
National Resource Center, 2020. www.safesupportivelearning.ed.gov

Chansky, Tamar. **Freeing Your Child From Negative Thinking.** Da Capo Lifelong Books, 2020. Help to change negative thinking habits. (grades P-12.) www.dacapopress.com

Dixon, Frank. **How To Set Healthy Boundaries For Children.** Go Make A Change Publishing, 2021. Simple and effective strategies to set boundaries. (P-12). www.amazon.com

Duckworth, Angela. **Grit.** Vermilion, 2019. www.penguin.com This book discusses the concept of practicing the concepts of grit to overcome adversity. (grades P-12).

Heineman, Mary Ellen. **Resolving Your Child's Challenging Behavior.** Brookes Publishing, 2022. Strategies to connect with children in the midst of difficulties. (P-8). www.brookespublishing.com

Jensen, Eric. **Super Teaching.** Corwin Press. Empower students with proven strategies for brain-friendly instruction (grades K -12). www.corwinpress.com

Jannot, Jeannine. **The Disintegrating Student: Super Smart and Falling Apart.** Independently Published, 2019. www.amazon.com (grades 4-12).

Mendler, Allen. **Motivating Students Who Don't Care.** Solution Tree Press, 2021. Ideas to help students learn to self-regulate, focus and achieve. (grades P-12). www.solutiontree.com

Porosoff, Lauren and Weinstein, Jonathan. **EMPOWER Your Students.** Solution Tree Press, 2017. Approaches to empowerment and engagement. (grades 4-12). www.solutiontree.com

Wong, Harry K and Wong, Rosemary T. **The First Days of School.** Harry Wong Publishers. 2018. www.harrywong.com Book to help teachers set a successful tone for the year (grades K 12.)