

# Teaching Students to Get Along®

GRADES K–6

GRADUATE CREDIT: 3 SEMESTER HOURS

Many students lack the skills for resolving everyday conflicts in a positive manner. As a result, the classroom can erupt in teasing, arguing, and bullying. Through this course, educators learn how to create a positive learning environment where students get along. Educators acquire a variety of proven strategies, which they can use to integrate into existing lessons and activities. Education professionals also learn to create a classroom that fosters teamwork and positive social behavior.

*This course is designed for K–6 classroom teachers, lead teachers, curriculum coordinators, special education teachers, counselors, and subject teachers.*

## 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.

### METHODS OF 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:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Dialogue Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

### COURSE MATERIALS AND FORMAT

Course texts, websites, 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. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

#### PRINT & DVD FORMAT

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

- 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

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Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. 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 backup 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 (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 [www.mozilla.org](http://www.mozilla.org).

#### Trademark Information

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- Adobe, Flash, and Acrobat Reader are registered trademarks of Adobe Systems Incorporated in the United States and/or other countries.

## EDUCATION EXPERTS

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### 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 more than 1 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.

Dr. Katia 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, Minn., 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. 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 more than 15 years, and has trained thousands of people in the peer-mediation process. Steinberg holds a bachelor's degree in sociology and a master's degree 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 high-quality, 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 300,000 educators address the most critical issues in education while advancing their careers.

#### FOR MORE INFORMATION

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

#### ABOUT OUR 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 Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.<sup>†</sup> Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

#### Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

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

\*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.

<sup>†</sup>It is each student's responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.