

Course Title: Effective Classroom Discipline: Anger Management, Part I

Instructor: Diane Wagenhals

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

COURSE DESCRIPTION:

This course provides participants with an understanding of the fundamental principles, properties, and characteristics of anger. The speaker presents current brain research that can help clarify neurological and bio-chemical responses to anger-evoking experiences. Research clearly indicates that students learn better when classrooms are emotionally safe and provide clear and consistent guidelines. Participants are encouraged to adopt a healthy philosophy of anger management by challenging common myths and untruths about anger. This course provides innovative, preventive modalities and well-researched information, tools and techniques for students, colleagues and/or parents. The course provides an array of effective anger management tools and can be taken alone or with Effective Classroom Discipline: Anger Management, Part II for additional course credits.

Objectives:

1. Knowledge –at the end of this course, the student will be able to understand:
 - a. Differences between fear-based/anger-based discipline and respect-based discipline,
 - b. Variations and/or masked forms of anger, and
 - c. Fundamental principles of anger most often exhibited in the classroom.
2. Skills –after this course, a student will be able to develop:
 - a. Identify distorted trigger thoughts,
 - b. Consider and learn ways to apply the concept of “ACEing” anger,
 - c. Build resources of visual examples of anger to share with students, and
3. Dispositions –after this course, a student will appreciate:
 - d. The basic response categories, "Anger-out" or "Anger-In,"
 - e. The concept of wise rule-making,
 - f. The responsibility to act in an executive capacity with students, and
 - g. The place for and value of venting anger.

Session Topics (8):

Anger 101	Diane Wagenhals
Perceptions of Anger	Diane Wagenhals
When I'm Angry	Diane Wagenhals
Handling Protests	Diane Wagenhals
Who Me? Angry?	Diane Wagenhals
There's No Shame in Trying	Diane Wagenhals
To Shame or Not to Shame is Not the Question	Diane Wagenhals
Structure vs. Discipline	Diane Wagenhals

Instructor Overview:

Diane Wagenhals is the Program Director, Chief Trainer and Curriculum writer for New Paradigm Training Institute (NPTI), Institute for Family Professionals (IFP) and Parenting Resource & Education Network (PREN). Diane has worked as a teacher, family therapist and educational consultant. She has been designing comprehensive, collegiate-level training programs for family professionals, educators and parents for over 30 years. Ms. Wagenhals' focus is on the implementation of *best practices* for school leaders, teachers, staff, and administrators with the goal of fostering a positive learning environment and improving productivity of teachers and students across the U.S. and abroad. Ms. Wagenhals is the recipient of the 2005 Great Friends to Kids Award (Category of Education) from the Please Touch Museum in Philadelphia, PA. One of her goals is to promote emotional and relational health in all individuals and to equip people with practical ways to advance their own knowledge and skill levels personally and professionally.

Methods of Instruction:

Methods of instruction will include

- Individual sections (8) (15 hours)
- Pre assessments (8)
- Graded post assessments (8)
- Video lectures (8) Polling questions - included in videos
- Study guides (8) (60 to 100 pages)
- Handouts

- Final Project

All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given.

Students must earn a minimum of 70% to pass the course.

Texts (included in program)

- Study guide provided in the program (200 pages)

Assignments

- Pre assignments (40)
- Post assignments (64)
- Final project (1)

Percentage of Course Credit

- Graded post assessments 70%
- Final Project 30%

Due dates of major assignments, projects, and examinations: Online self-running programs can be started and completed at participants' own leisure within two months from the day they begin the course. Participants must complete and turn in the final within two weeks of completing the course.

Grading criteria/system and evaluation activities:

A course administrator will be reviewing students' answers and providing feedback. Students will be evaluated on their creativity and ability to incorporate techniques from the lectures into examples, lesson plans, and the final project.