

Course Title: Effective Classroom Discipline: Anger Management, Part I (Includes Parts A & B):

Instructor: Diane Wagenhals

Length: 15 hours

Credit: 1 semester hour

Part A

Course Description:

The expression of anger at school can disrupt instruction, create a hostile environment, and make students and teachers feel unsafe. This course explores the relationship between anger, violence prevention, and effective discipline in schools. Participants study how to better manage and respond to anger—their own and others’—and thereby enrich their classrooms and schools. Participants also learn to support calm brain states for students and to promote emotionally safe climates in which students’ productivity can thrive. Adopting a healthy philosophy of anger will make participants adept managers of that unruly emotion. This course can be taken alone or with *Effective Classroom Discipline: Anger Management, Part II*.

Objectives:

1. Knowledge –at the end of this course, the student will be able to understand the differences between constructive and destructive anger, the connection between trigger thoughts and anger, and the differences in anger, aggression, hostility, and violence.
2. Skills –after this course, a student will be able to identify distorted trigger thoughts, apply the concept of “ACEing” anger, and build resources of visual examples of anger to share with students.
3. Dispositions –after this course, a student will appreciate the variations or masked forms of anger, the differences between situational and chronic anger, and the steps for responding effectively to anger.

Units:

1. Anger 101
2. Perceptions of Anger
3. When I’m Angry
4. Handling Protests
5. Who Me? Angry?
6. There’s No Shame in Trying
7. To Shame or Not to Shame is Not the Question
8. Structure vs. Discipline

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:

- Video lectures and PowerPoint presentations
- Short answer quizzes
- Graded post assessments
- Final

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 60% to pass the course.

Percentage of Course Credit

- Graded post assessments and short answer quizzes 40%
- Final Project 60%

KDS Rubric for GA courses (passing requirements: 60 points):

- A: 90 - 100 points
- B: 80
- C: 70 points
- D: 60 points
- F: Fewer than 60 points

Component	Unsatisfactory (10 points)	Basic (20 points)	Proficient (30 points)	Distinguished (40 points)
Critical thinking post-work	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>
And	0-40% correct	60% correct	80% correct	100% correct
Short answer quizzes	<u>Short answer quiz:</u>	<u>Short answer quiz:</u>	<u>Short answer quiz:</u>	<u>Short answer quiz:</u>
	-Participant included no content from the course in his or her	-Participant included some content from the course, usually	-Participant included appropriate content from the	-Participant provided rich detail from the content of the

	<p>responses</p> <p>-Participant did not address the questions posed</p>	<p>appropriate, in his or her responses</p> <p>-Participant answered the questions directly, not always fully</p>	<p>course in his or her responses</p> <p>-Participant made thoughtful comments in direct response to the questions</p>	<p>course in his or her responses</p> <p>-Participant made his or her responses to the questions personally meaningful</p>
Final	<p>Unsatisfactory (30 points)</p> <p><u>Requirements of Assignment:</u></p> <p>-The assignment is substantially incomplete</p> <p><u>Form:</u></p> <p>- Plentiful grammatical mistakes -Confusing content -Missing documentation of sources</p> <p><u>Content:</u></p> <p>-No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives,</p>	<p>Basic (40 points)</p> <p><u>Requirements of Assignment :</u></p> <p>-Many requirements met, but a few pieces are missing, while others are underdeveloped— e.g., missing reflection or rubric or scant reflection and vague rubric</p> <p><u>Form:</u></p> <p>-Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources</p> <p><u>Content:</u></p> <p>-The main idea is not clear in the opening paragraph -Relevance to main idea of supporting paragraphs is not always clear -Supporting ideas are only minimally illustrated by examples or quotes -The lesson plan</p>	<p>Proficient (50 points)</p> <p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment.</p> <p><u>Form:</u></p> <p>-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style.</p> <p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea, -Paragraphs are organized around ideas relevant to the main idea -Supporting ideas are evident, and usually include illustrating examples and/or</p>	<p>Distinguished (60 points)</p> <p><u>Requirements of Assignment:</u></p> <p>-All requirements gone beyond the requirements of the Assignment. e.g., inclusion of rubric, reflection, objective(s), etc.— whatever the directions indicate</p> <p><u>Form:</u></p> <p>-No grammatical errors -Eloquent expression -Proper citation of sources</p> <p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting points are illustrated with examples and/or quotes -Lesson plan shows evidence of</p>

	activities, or assessments—that the learner comprehends the course content	does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content	quotes -The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments	a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned.
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