

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

Instructor: Diane Wagenhals

Length: 15 hours

Credit: 1 semester hour

Course Description:

The unruly emotion of anger can disrupt a classroom and frighten students and educators. This course is designed to give participants control over anger—their own and their students—in order to manage their classrooms more effectively. Participants are introduced to 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 will also learn to deal with anger's related emotion, shame, and keep that emotion from interfering with students' learning. This course can be taken alone or with *Effective Classroom Discipline: Anger Management, Part I*.

Objectives:

1. Knowledge –at the end of this course, participants will understand:
 - The fundamental principles of anger,
 - Effective strategies to connect discipline with violence and brain growth, development and functioning, and
 - How to differentiate between discipline and punishment.
2. Skills –after this course, participants will be able to develop:
 - Classic “I” messages,
 - Ways to use the skill of “calm,”
 - Specific steps to respond intentionally and effectively to anger, and
 - A discipline report card for assertive teachers.
3. Dispositions –after this course, participants will appreciate:
 - Critical components of nurture, connection, safety and security,
 - The importance of brain growth and changes during adolescence, and
 - Connections among discipline, punishment, shame, anger, and aggression.

Units:

1. This is Your Brain on Anger
2. Can I Get a HUG?
3. Do Not Pass “No”
4. Discipline vs. Punishment
5. The Brain is Connected to the...
6. The Discipline Report Card for Educators and Parents
7. Persistent Problems
8. B.L.A.S.T. O.F.F. to Better Communication

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.

Karla Reiss has earned a Bachelor of Science degree as well as a Master of Arts. Her professional diplomas are in School District Administration and Special Education. In addition, she is a Certified Professional Empowerment Coach. The bulk of her professional career has been in the education field. As Coordinator of Professional Development at Western Suffolk Board of Cooperative Education Services, she designed and developed professional learning opportunities for administrators and teachers in numerous districts in Long Island, New York. As Director of Planning and Funding at Southern Westchester Board of Cooperative Education Services, she again worked with administrators and teachers to design continuous improvement plans for a region that included 35 school districts. She worked with both high-needs school districts as well as wealthier, low-need districts. Karla is the founder of The Change Place, which was established in 2002, to provide school systems, organizations, and individuals with the knowledge to create a system of ongoing, customized support for reaching organizational, personal, or professional goals.

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> 0-40% correct	<u>Critical thinking post-work:</u> 60% correct	<u>Critical thinking post-work:</u> 80% correct	<u>Critical thinking post-work:</u> 100% correct
And				
Short answer quizzes	<u>Short answer quiz:</u> -Participant included no content from the course in his or her responses -Participant did not address the questions posed	<u>Short answer quiz:</u> -Participant included some content from the course, usually appropriate, in his or her responses -Participant answered the questions directly, not always fully	<u>Short answer quiz:</u> -Participant included appropriate content from the course in his or her responses -Participant made thoughtful comments in direct response to the questions	<u>Short answer quiz:</u> -Participant provided rich detail from the content of the course in his or her responses -Participant made his or her responses to the questions personally meaningful
Final	Unsatisfactory (30 points) <u>Requirements of Assignment:</u> -The assignment is substantially incomplete <u>Form:</u> - Plentiful grammatical mistakes -Confusing content -Missing documentation of sources	Basic (40 points) <u>Requirements of Assignment :</u> -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 <u>Form:</u> -Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources	Proficient (50 points) <u>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of the assignment. <u>Form:</u> -Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style.	Distinguished (60 points) <u>Requirements of Assignment:</u> -All requirements gone beyond the requirements of the Assignment. e.g., inclusion of rubric, reflection, objective(s), etc.— whatever the directions indicate <u>Form:</u> -No grammatical errors -Eloquent expression -Proper citation of sources

	<p><u>Content:</u></p> <ul style="list-style-type: none"> -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, activities, or assessments—that the learner comprehends the course content 	<p><u>Content:</u></p> <ul style="list-style-type: none"> -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 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 	<p><u>Content:</u></p> <ul style="list-style-type: none"> -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 quotes -The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments 	<p><u>Content:</u></p> <ul style="list-style-type: none"> -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 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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