

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

Instructor: Diane Wagenhals, Karla Reiss

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

Course Description:

This course will provide participants with an understanding of the relationship among anger, brain-based research, effective discipline in schools, and violence prevention. The presenter provides a basic overview of six major areas within the brain, how each functions, how varying levels of arousal affect brain states, and the overall effect of unhealthy expressions of anger on student learning. Participants will explore the New Paradigm Training Institute's (NPTI), Anger Tree to connect feelings with thoughts as an effective classroom tool. The presenter will review the impact attitudes of superiority have in anger and aggression and how important it is for educators and other adults to appreciate that students need respect guidance and loving care. The presenter offers specific suggestions teachers can apply to prevent students from developing unhealthy shame and ways teachers can help students when they have experienced high degrees of shame. The course provides an array of effective classroom management tools and can be taken alone or with Effective Classroom Discipline: Anger Management, Part I for an additional course credit.

Objectives:

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

- c. Connections among discipline, punishment, shame, anger, and aggression.

Session Topics (8):

- This is Your Brain on Anger Diane Wagenhals
- Can I Get a HUG? Diane Wagenhals
- Do Not Pass “No” Diane Wagenhals
- Discipline vs. Punishment Diane Wagenhals
- The Brain is Connected to the . . . Diane Wagenhals
- The Discipline Report Card for Educators and Parents Diane Wagenhals
- Persistent Problems Diane Wagenhals
- B.L.A.S.T O.F.F to Better Communication Karla Reiss

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:

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.