

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

**Instructor: Diane Wagenhals**

**Length: 10 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 and Part III for additional course credits.

**Objectives:**

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

**Session Topics (5):**

• Anger 101	Diane Wagenhals
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• Perceptions of Anger	Diane Wagenhals
• When I'm Angry	Diane Wagenhals
• Handling Protests	Diane Wagenhals
• Who Me? Angry?	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:**

### *Percentage of Course Credit*

Methods of instruction will include

- |                                      |                    |
|--------------------------------------|--------------------|
| • Individual sections (5) (10 hours) |                    |
| • Pre assessments (5)                | 5%                 |
| • Graded post assessments (5)        | 20%                |
| • Video lectures (5)                 | 35%                |
| • Polling questions                  | Included in videos |
| • Study guides (5) (60 to 100 pages) |                    |
| • Handouts                           |                    |

- Projects 40%

### **Texts (included in program)**

- Study guide provided in the program (100 - 200 pages)

### **Assignments**

- Pre assignments (5)
- Post assignments (5)
- Final Project (1)

### **Grading:**

Grading Requirements include a Lesson Plan and a Guided Reflection.

### **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.

**FINAL EXAM PROJECT:** Develop a lesson plan that provides ways to effectively modify *distorted trigger thoughts* and employ *emotional coaching* in the classroom. Include the following lesson components:

1. Select a standard of learning objective from a specific content area.
2. Describe cooperative activities that promote a safe and effective learning environment.
3. Provide student activities to explore underlying feelings, their connection to *distorted trigger thoughts* and healthier, replacement thoughts for each.
4. Use one to three formal or informal educational interactions and/or interventions focused on assessing or processing a specific anger incidence, the immediate outcome of the interaction between educator and student(s) and any long-term observations regarding possible impact of the process
5. Identify ways any other concepts, principles or skills presented in the KDS materials and/or lectures can be incorporated into this process
6. Describe one or more assessment measures that you will use to check for understanding. Create a rubric to provide a common framework of stated lesson objectives and student understanding.

Incorporate anecdotal evidence and data to indicate that your lesson plan was successful or may need revision for future lessons. Discuss your experience in implementation of this lesson plan and the possible *pros and cons* of adapting the lesson for future classroom use.

*A KDS Lesson Plan and Reflection Guide are attached and should be followed to provide a comprehensive assessment of course objectives.*