

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

Instructor: Diane Wagenhals

Length: 10 hours

Credit: 2 PLUs

Part A

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 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?

Part B:

Course Description:

This course explores the connections among the subjects of anger, hostility, aggression, and violence with an emphasis on the nature of shame and its relationship to promoting aggression and violence. Educators are encouraged to intentionally establish beliefs, attitudes and behaviors that allow them to be calm, clear, confident, and compassionate when disciplining children. This course equips educators with the fundamental principles of authoritative classroom discipline and *best practices* that promote emotional safety. 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 I and Part III for additional course credits.

Objectives:

4. Knowledge –at the end of this course, the student will be able to understand the differences between healthy shame versus toxic shame, the impact attitudes of superiority can have in anger and aggression, and the differences between fear-based/anger-based discipline and respect-based discipline.
5. Skills –after this course, a student will be able to develop “don’t sensitivity” and reframe common “don’t” phrases consider and learn ways to use the skill of “Calm,” and build resources of visual examples of anger to share with students.
6. Dispositions –after this course, a student will appreciate the fundamental ways the brain operates, grows and develops, the promotion of pride, self-esteem and self-respect the effects of anger on child development, and the application of the principles and skills of effective discipline in their classrooms.

Units:

1. There’s No Shame in Trying
2. To Shame or Not to Shame is Not the Question
3. Structure vs. Discipline
4. This is Your Brain on Anger
5. Can I Get a HUG?

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 reflection question

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 65% to pass the course.

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Percentage of Course Credit

- Graded post assessments 70%
- Final Project 30%

KDS Rubric for GA courses (passing requirements: 65 points):

| Component | Unsatisfactory (40 points) | Basic (50 points) | Proficient (60 points) | Distinguished (70 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> -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 (5 points) | Basic (10 points) | Proficient (20 points) | Distinguished (30 points) |

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| | <p>-Participant included no content from the course in his or her responses</p> <p>-Participant did not address the questions posed</p> | <p>-Participant included some content from the course, usually appropriate, in his or her responses</p> <p>-Participant answered the questions directly, not always fully</p> | <p>-Participant included appropriate content from the course in his or her responses</p> <p>-Participant made thoughtful comments in direct response to the questions</p> | <p>-Participant provided rich detail from the content of the course in his or her responses</p> <p>-Participant made his or her responses to the questions personally meaningful</p> |
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