

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

Instructor: Diane Wagenhals

Length: 10 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

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

Session Topics (5):

• There's No Shame in Trying	Diane Wagenhals
• To Shame or Not to Shame is Not the Question	Diane Wagenhals
• Structure vs. Discipline	Diane Wagenhals
• This is Your Brain on Anger	Diane Wagenhals
• Can I Get a HUG?	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 uses the Anger Tree design in order to more effectively deal with anger and conflicts in the classroom. Incorporate the following in your lesson plan and guided reflection:

1. A standard of learning objective from a specific content area.
2. Lesson plan activity to develop an Anger Tree in the classroom,
3. Cooperative activities to promote students' participation in the design of an anger tree,
4. Activities for students to chart their underlying feelings, connection to distorted trigger thoughts and healthier, replacement thoughts for each.
5. Effective strategies to implement concepts, principles or skills presented in the KDS materials and/or lectures.
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.

The purpose of these activities is to provide opportunities to present key principles and techniques for anger management to students using the visual of the anger tree combined with the distorted trigger thoughts process in which distorted trigger thoughts are linked to underlying "root" feelings that lead to anger reactions.

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.