

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

**Instructor: Diane Wagenhals**

**Length: 10 hours**

**Credit: 2 PLUs**

**Course Description:**

This course will provide participants with an understanding of anger management and effective discipline strategies. Educators will learn the myriad of ways they can differentiate between discipline and punishment and the importance of having alternatives to punishment. The presenter invites teachers to appreciate the connection between violence and brain growth and ways to recognize the impact of unhealthy discipline on brain development. Educators are introduced to tools needed for teachers to discipline assertively. Finally, persistent problems of discipline along with the basic steps necessary to address these problems are presented. 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 II for additional course credits.

**Objectives:**

Knowledge –at the end of this course, the student will be able to understand

- a. the basic reasons behind children’s excessive, inappropriate and/or aggressive anger,
- b. the sensitive nature of discipline and punishment, and
- c. the attributes of constructive discipline.

2. Skills –after this course, a student will be able to develop

- a. classic “I” messages and expanded “I” messages,
- b. principles and skills for assertive disciplining, and
- c. a discipline report card for assertive teachers.

3. Dispositions –after this course, a student will appreciate

- a. The ten options for dealing with persistent problems,
- b. the importance of brain growth and changes during adolescence, and
- c. the connections among anger, violence, discipline and punishment.

**Units:**

1. Do Not Pass “No”
2. Discipline vs. Punishment
3. The Brain is Connected to the...
4. The Discipline Report Card for Educators and Parents
5. Persistent Problems

**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):**

<b>Component</b>	<b>Unsatisfactory (40 points)</b>	<b>Basic (50 points)</b>	<b>Proficient (60 points)</b>	<b>Distinguished (70 points)</b>
<b>Critical thinking post-work</b>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>
<b>And</b>	0-40% correct	60% correct	80% correct	100% correct
<b>Short answer quizzes</b>	<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	<u>Short answer quiz:</u>  -Participant included appropriate content from the course in his or her responses	<u>Short answer quiz:</u>  -Participant provided rich detail from the content of the course in his or her responses
		-Participant answered the questions directly, not always fully	-Participant made thoughtful comments in direct response to the questions	-Participant made his or her responses to the questions personally

				meaningful
<b>Final</b>	<b>Unsatisfactory (5 points)</b>  -Participant included no content from the course in his or her responses  -Participant did not address the questions posed	<b>Basic (10 points)</b>  -Participant included some content from the course, usually appropriate, in his or her responses  -Participant answered the questions directly, not always fully	<b>Proficient (20 points)</b>  -Participant included appropriate content from the course in his or her responses  -Participant made thoughtful comments in direct response to the questions	<b>Distinguished (30 points)</b>  -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