

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

Instructor: Diane Wagenhals

Length: 10 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

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:

1. 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.

Session Topics (5):

• Do Not Pass “No”	Diane Wagenhals
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• Discipline vs. Punishment session	Diane Wagenhals
• The Brain is Connected to the . . .	Diane Wagenhals
• The Discipline Report Card for Educators and Parents	Diane Wagenhals
• Persistent Problems	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
videos | Included in |
| • 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: Evaluate your discipline practices or philosophy compared to the categories on the discipline report card. Give yourself a grade in each of the categories and justify your grade with an explanation using examples and anecdotal evidence where appropriate. Reflect on your results and explain how you will change your discipline practices or philosophy in the future using the principles as presented in this KDS course.

Discipline Report Card

Categories	Grade
Calm	
Clear	
Compassionate	
Confident	
Deny	
Demand	
Delegate	
Firm	
Fair	
Flexible	

Rubric

A - Level 4 Self-assessed grade assignment for each category is complete. Justification is well developed, complete, and supports the grade assignment. Examples or anecdotal evidence clearly relate to the category and justify the self-assessment result. Reflection is complete and clearly explains how future practices or philosophy will change using the principles of effective discipline.

B - Level 3 Self-assessed grade assignment for each category is complete. Justification is complete and supports the grade assignment. Examples or anecdotal evidence justify the self-assessment result. Reflection is complete and explains how future practices or philosophy will change using the principles of effective discipline.

C - Level 2 Self-assessed grade assignment for each category is complete. Justification supports the grade assignment. Examples or anecdotal evidence are provided. Reflection explains how future practices or philosophy will change using the principles of effective discipline.

D- Level 1 Self-assessed grade assignment for each category may be incomplete. Justification that supports the grade assignment is under developed or incomplete. Examples or anecdotal evidence is vague or incomplete. Reflection is incomplete and/or vague about how future practices or philosophy will change using the principles of effective discipline.

U – Unsatisfactory

Self-assessed grade assignment for each category may be incomplete. Justification, examples, anecdotal evidence, or reflection is missing, incomplete, unclear, or vague.

Percentage points	Grade
90-100%	A
80-89%	B
70-79%	C
69-60%	D
59% or below	U