

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

Instructor: Diane Wagenhals

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

COURSE DESCRIPTION:

This course will provide participants with an understanding of the relationship between anger, effective discipline in schools and violence prevention. The speaker presents current research on effective ways to differentiate between discipline and punishment, structure and discipline, perceptions of anger and persistent problems in responding to conflict in the classroom.

Research clearly indicates that student learning is impacted by classrooms that are emotionally safe with clear and consistent guidelines. This course equips teachers with the fundamental principles of authoritative classroom discipline and *best practices* that promote emotional safety. Participants are encouraged to adopt a healthy philosophy of anger management and to understand their student's ability to learn and invest in a competitive atmosphere of high stakes testing and accelerated standards-based curriculum. 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 classroom management tools and can be taken alone or with *Anger Management & Effective Discipline to Prevent Violence, Part II* for an additional course credit.

Objectives:

1. Knowledge –at the end of this course, the student will be able to understand
 - a. differences between fear-based/anger-based discipline and respect-based discipline,
 - b. variations and/or masked forms of anger, and
 - c. fundamental principles of anger most often exhibited in the classroom.
2. Skills –after this course, a student will be able to develop
 - a. and construct classic “I” messages,
 - 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. ten options for dealing with persistent problems,
 - b. the concept of wise rule-making,
 - c. the responsibility to act in an executive capacity with students, and
 - d. the place for and value of venting anger.

Session Topics (8):

• Anger 101	Diane Wagenhals
• Can I Get a HUG?	Diane Wagenhals
• Discipline vs. Punishment	Diane Wagenhals
• Do Not Pass “No”	Diane Wagenhals
• Handling Protests	Diane Wagenhals
• Perceptions of Anger	Diane Wagenhals
• Persistent Problems	Diane Wagenhals
• Structure vs. Discipline	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

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|--------------------------------------|-------------|
| • Individual sections (8) (15 hours) | |
| • Pre assessments (8) | 5% |
| • Graded post assessments (8) | 20% |
| • Video lectures (8) | 35% |
| • Polling questions videos | Included in |
| • Study guides (8) (60 to 100 pages) | |
| • Handouts | |
| • Projects | 40% |

Texts (included in program)

- Study guide provided in the program (200 pages)

Assignments

- Pre assignments (40)
- Post assignments (64)

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. 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. 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.