

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

**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, brain-based research, effective discipline in schools and violence prevention. The presenter provides a basic overview of six major areas within the brain and how each functions, how varying levels of arousal affect brain states and the overall effect of unhealthy expressions of anger on student learning. By increasing educators' awareness and understanding of brain functioning and brain states, they are more likely to respond to children in brain-sensitive ways. Participants will explore the New Paradigm Training Institute's (NPTI), Anger Tree to connect feelings with thoughts as an effective classroom tool. Educators are encouraged to appreciate the power of words and how important it is for children to learn to use their words effectively so they do not feel the need to express themselves physically. The presenter will review the impact attitudes of superiority have in anger and aggression and how important it is for educators and other adults to appreciate that students need respect guidance and loving care. Educators will be encouraged to refine and build their appreciation for the connections among discipline, punishment, shame, anger and aggression. The presenter offers specific suggestions teachers can apply to prevent students from developing unhealthy shame and ways teachers can help students when they have experienced high degrees of shame. The presenter also invites participants to consider Engel's descriptions of the many styles anger can manifest. 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 I* for an additional course credit. *Please note that Anger 101, is repeated in Part II to provide an introduction and/ or review of course content.*

**Objectives:**

1. Knowledge –at the end of this course, the student will be able to understand
  - a. the fundamental principles of anger,
  - b. effective strategies to connect discipline with violence and brain growth, development and functioning, and
  - c. The importance of long-term goals, having a plan and a backup plan.
2. Skills –after this course, a student will be able to develop
  - a. principles and skills for assertive disciplining
  - b. specific steps to respond intentionally and effectively to anger, and
  - c. a discipline report card for assertive teachers.

3. Dispositions –after this course, a student will appreciate
  - a. critical components of nurture, connection, safety and security,
  - b. the importance of brain growth and changes during adolescence, and
  - c. connections among discipline, punishment, shame, anger and aggression.

### Session Topics (8):

• Anger 101	Diane Wagenhals
• The Brain is Connected to the...	Diane Wagenhals
• The Discipline Report Card for Educators and Parents	Diane Wagenhals
• There's No Shame in Trying	Diane Wagenhals
• This is Your Brain on Anger	Diane Wagenhals
• To Shame or Not to Shame is Not the Question	Diane Wagenhals
• When I'm Angry I	Diane Wagenhals
• Who Me? Angry?	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 (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 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.*