

COURSE SYLLABUS

Course: Anger Management & Effective Discipline to Prevent Violence, Part I

Presenters: Diane Wagenhals

Credits: 3 Graduate Credits

Course Overview

The unhealthy expression of anger disrupts instruction, creates a hostile environment and negatively impacts the relationships and emotional well-being of educators, students, and parents. By helping educators understand the relationships among anger, the brain, violence prevention, and effective discipline, Diane Wagenhals empowers educators with knowledge, skills, and principles to help them become more aware and confident in managing and responding to anger, and better equipped to teach students, colleagues, and parents effective ways to be in charge of their own anger. In addition to providing detailed information on the complex nature of anger, Ms. Wagenhals also presents information and strategies for dealing with anger's related emotion, shame, including ways to eliminate shame-based discipline approaches, and replace them with methods that protect and promote relational and emotional health in children and adults. By the end of the course, educators will incorporate healthy philosophies of anger and discipline into their teaching practice.

Presenters' Bios

Diane Wagenhals brings over 25 years of experience in the field of family education. She has been a childbirth educator, a family therapist and founder of a parenting education company, has designed extensive training programs for family professionals and parents and has authored many published articles and curricula. Her training has touched over 400 parenting educators and since the inception of The Institute for Family Professionals in 2003, close to 1,000 family professionals and early childhood educators in Philadelphia. Diane received a Bachelor of Science degree in Elementary Education from West Chester State College (now West Chester University) and taught elementary school for two years. She did graduate work at the University of Pittsburgh and University of Maryland in Rehabilitation Counseling. She received a Master's of Education in Psycho-Educational Processes specializing in Family Therapy from Temple University and worked as a family therapist with a local psychiatrist for ten years before shifting her focus entirely to psycho-educational processes. She is a Certified Family Life Educator. She is a Fellow with the Child Trauma Academy in Houston, TX. She is working with Dr. Bruce Perry on creating his Neurosequential Model for Educators and with Dr. Sandra Bloom to incorporate her Sanctuary Model into the field of Early Childhood Education. She is currently the Program Director for Institute for Professional Education & Development of Lakeside Educational Network and The Institute for Family Professionals.

Objectives

After completing this course, educators will know:

- Fundamental principles, properties and characteristics of anger, strategies for managing one's anger and responding to the anger of others, and resources for teaching others about anger



- Relationships between anger, hostility, aggression and violence, and ways to reverse their destructive patterns
- Connections between shame, punishment and rage, and strategies for reducing and preventing the use of shame-based messages
- Typical developmental processes of children, the affects of shame on these processes, and ways of promoting respect, self-esteem and healthy pride as antidotes and protectors from shame
- Differences between fear/anger-based and respect-based discipline approaches, and strategies for using the authoritative style of discipline characterized by the executive role concept

Student Learning Outcomes

After completing this course, participants will apply the following skills:

- Identify, assess, and challenge trigger thoughts, beliefs and distortions
- Use the ACE process, NPTI formula, and emotional coaching to respond to and manage anger, recognizing normal child behavior that can be misinterpreted and cause anger
- Differentiate between constructive and destructive anger, consider and apply ways of using anger constructively, and plan and provide opportunities for children to verbalize angry feelings
- Recognize shame-based approaches and make efforts to address, reduce and prevent them
- Develop a personal philosophy of effective discipline incorporating concepts and strategies representative of the authoritative style
- Create and implement strategies for motivating parents/caregivers to be receptive to information on effective discipline

Unit 1: Anger 101

In this unit, Diane Wagenhals introduces us to some of the fundamental principles, properties and characteristics of anger. By focusing on an appreciation of our students, we are provided with a basis for a more dynamic, sophisticated approach to understanding anger. Using the Iceberg Analogy, Ms. Wagenhals shows us the underlying layers of relational and emotional health and the power they have on both our students' and our own outward behavior. We learn how to relate Daniel Goleman's concept of emotional intelligence to our ability to recognize and respond to anger in emotionally and relationally healthy ways. Ms. Wagenhals tells us that we can better evaluate anger by placing anger on continuums of how directly it is expressed, how constructive, destructive, legitimate or manipulative it is, whether it is situational or chronic and our roles in situations involving anger. With the Anger Tree, Ms. Wagenhals presents an interactive exercise that we can use to analyze and discuss anger with our students. We are invited to begin formulating a personal philosophy of anger and consider the benefits of appreciating and understanding anger's dynamic and complex nature.

Objectives

After completing this unit, educators will know:

- Fundamental principles, properties and characteristics of anger
- How anger impacts the emotional and relational health of children and adults
- Differences between chronic and situational anger



Student Learning Outcomes

After completing this unit, educators will be able to:

- Use the Iceberg Analogy to describe anger's effects on emotional and relational health
- Describe ways to use the Anger Tree to teach students about anger
- Consider the benefits of an increased awareness, understanding and appreciation of the complex nature of anger

Unit 2: Perceptions of Anger

In this unit, Ms. Wagenhals encourages us to think about how we perceive anger. She begins by showing us several definitions. We learn that anger is both an emotional and a physiological event and that it does not have to be a solely negative experience. Discussing the work of Tavris, Ellis, Goleman and others, Ms. Wagenhals shows us how this research has disproved many common myths about anger and helps us to see that our goal should not be about finding healthy ways to express anger, but rather changing our understanding of anger so we may better recognize and respond to trigger thoughts that can cause anger situations with rationally generated alternative beliefs.

Learning Objectives

After completing this unit, educators will know:

- Ways to define anger and differences between anger and annoyance
- Current research and ideas that challenge traditional beliefs about anger
- How distorted thinking leads to anger and ways to avoid it
- How anger causes the brain to affect us physiologically

Student Learning Outcomes

After completing this unit, educators will be able to:

- Consider what is true about anger and ways to respond to our own anger as well as that of others
- Recognize, assess and challenge trigger thoughts, beliefs and distortions
- Continue the process of formulating a personal philosophy of anger

Unit 3: When I'm Angry I

In this unit, Diane Wagenhals explains the three major styles of conflict resolution: attacking, avoiding and addressing, and their impact on children and adults. Ms. Wagenhals presents us with a survey questionnaire we can use ourselves or with students, parents and caregivers to reflect on and discuss personal beliefs and experiences with anger. She invites us to acknowledge the value in reading anger's behavioral cues and clues, and to observe that anger can be experienced and expressed in different



areas of the body. Ms. Wagenhals introduces the concept of “ACEing” anger, meaning to systematically Assess, Choose and Execute healthy decisions, noting that this process can help incorporate core principles of effective anger management and intentional preservation of personal integrity.

Learning Objectives

After completing this unit, educators will know:

- The three major styles of conflict resolution: Attacking, Avoiding and Addressing, and their impact on the relational and emotional health of children and adult
- Different ways the body experiences and expresses anger
- The ACE process of assessing, choosing and executing decisions that respond effectively to anger situations

Student Learning Outcomes

After completing this unit, educators will be able to:

- Consider the impact each of the three different styles of conflict resolution has on the emotional and relational health of children and adults
- Reflect on personal experiences with anger, assessing the beliefs and values held
- Describe how to use the ACE process to respond when in an anger situation

Unit 4: Handling Protests

In this unit, Diane Wagenhals invites us to consider the differences between constructive and destructive anger, and the characteristics of people with negative anger styles. Ms. Wagenhals discusses Tavis’ conditions for the healthy venting of anger as well as specific categories of distorted thoughts that lead to anger. We learn about some predictable dynamics of “out of control” rage episodes, along with common misinterpretations associated with anger. Ms. Wagenhals emphasizes the importance of recognizing normal child behavior to avoid misinterpreting this behavior as disrespectful. In addition, she presents us with strategies to handle the inevitable protests children can make when an adult denies, demands and/or delegates to them, emphasizing the importance of “emotional coaching” when disciplining children.

Learning Objectives

After completing this unit, educators will know:

- Differences between constructive and destructive anger
- Conditions for the healthy venting of anger and its benefits
- Categories of distorted anger-causing trigger thoughts and their underlying causes
- Dynamics of “out-of-control” rage episodes and common misinterpretations of anger
- Strategies for handling children’s protests including emotional coaching

Student Learning Outcomes



After completing this unit, educators will be able to:

- Differentiate between constructive and destructive anger
- Consider and apply ways of using anger constructively
- Recognize normal child behaviors that can be misinterpreted and cause adults to become angry
- Evaluate the use of different strategies for handling children's protests including emotional coaching

Unit 5: Who Me? Angry?

In this unit Diane Wagenhals focuses on the ways people express their anger, beginning with a comparison of Engel's "anger-in" and "anger-out" styles. Ms. Wagenhals describes the four unhealthy anger communication styles: Passive, Aggressive, Passive-Aggressive, and Projective-Aggressive, and contrasts them with the healthier Reflective and Assertive anger styles. She gives us a simple formula we can use to prepare a standard response when experiencing anger towards children, and discusses other options including reassuring, apologizing, and forgiving.

Learning Objectives

After completing this unit, educators will know:

- Differences between Engel's "anger-in" and "anger-out" styles of anger expression
- Characteristics of the Passive, Aggressive, Passive-Aggressive, Projective-Aggressive, Reflective, and Assertive styles of anger communication
- The NPTI five-step formula for responding to anger situations involving children and the options of reassuring, apologizing, and forgiving

Student Learning Outcomes

After completing this unit, educators will be able to:

- Delineate among the different anger communication styles and manifestations of each
- Consider ways to incorporate beliefs, attitudes and behaviors of the Assertive and Reflective anger styles
- Use the NPTI formula to respond when experiencing anger toward a child

Unit 6: There's No Shame in Trying

In this unit, Diane Wagenhals explores the connections between anger, hostility, aggression, and violence, emphasizing the nature of shame and its role in promoting aggression and violence. She encourages us to appreciate the role we can take in lessening and eliminating shame-based messages in our classroom and the influence we can have on parents, caregivers and other adults who might be



functioning from a shame base when interacting with children. Ms. Wagenhals offers suggestions for helping teachers and caregivers of children address, reduce, and prevent shame as a way to reduce unhealthy levels of anger in children.

Learning Objectives

After completing this unit, educators will know:

- Relationships between anger, hostility, aggression, and violence and ways to reverse their destructive patterns
- Differences between guilt and shame, healthy vs. toxic shame, and connections between shame, punishment, and rage
- Strategies for reducing and preventing the use of shame-based messages

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Differentiate between healthy and toxic shame
- Know how to reduce toxic shame which promotes anger, hostility, aggression, and violence
- Recognize shame-based approaches and make efforts to address, reduce, and prevent them

Unit 7: To Shame or Not to Shame is Not the Question

In this unit, Diane Wagenhals focuses on typical developmental processes of children and how shame can be a part of these processes. She encourages us 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. Ms. Wagenhals examines the impact that attitudes of superiority can have on anger and aggression and explains how important it is for educators and other adults to understand that children are not inferior beings, but rather that they deserve respect, guidance, and loving care. As we refine and build our appreciation for the connections among discipline, punishment, shame, anger, and aggression, Ms. Wagenhals offers us specific ideas we can apply to prevent children from developing unhealthy shame and ways we can help those that have experienced high degrees of shame.

Learning Objectives

After completing this unit, educators will know:

- Typical developmental processes of children and ways that shame can affect these processes
- How providing opportunities to verbalize feelings minimizes the need for aggression
- The impact that attitudes of superiority can have on anger and aggression
- Ways of promoting respect, self-esteem, and healthy pride as antidotes and protectors from shame



Student Learning Outcomes

After completing this unit, educators will be able to:

- Consider how shame influences typical developmental processes of children, and reduce and/or eliminate shame-based approaches from the classroom
- Plan and provide opportunities for children to verbalize angry feelings
- Formulate and implement strategies to promote healthy self-esteem

Unit 8: Structure vs. Discipline

In this unit, Diane Wagenhals focuses on the authoritative style of disciplining when interacting with children and provides specific strategies and approaches typical of this style. She encourages us to intentionally establish beliefs, attitudes, and behaviors that allow us to be calm, clear, confident, and compassionate when disciplining. Using Clarke's "Structure Highway," Ms. Wagenhals demonstrates that a balance of nurture and structure leads to the healthiest forms of discipline. We learn about our responsibility to assume an executive role when needed and to develop a personal philosophy of effective discipline, eliminating unhealthy attitudes, beliefs, and behaviors.

Learning Objectives

After completing this unit, educators will know:

- Four broad styles of parenting: Neglectful/Uninvolved, Overindulgent, Authoritarian and Authoritative
- Differences between fear/anger-based and respect-based approaches to discipline
- Reasons for difficulties with disciplining children and behaviors to avoid
- Strategies for using an authoritative style when disciplining including the executive role concept characterized by the four C's: Calm, Clear, Confident, Compassionate

Student Learning Outcomes

After completing this unit, educators will be able to:

- Develop a personal philosophy of effective discipline incorporating concepts and strategies representative of the authoritative style
- Create strategies for motivating parents/caregivers to be receptive to information on effective discipline
- Act in an executive capacity when it is needed in order to discipline children with calmness, clarity, confidence, and compassion



Methods of Instruction

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)
- Discussion forum (prompts after each unit that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students' work through the lens of what they have learned)

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Percentage of Course Credit

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|------------------------|-----|
| • Reflection questions | 25% |
| • Quizzes | 15% |
| • Midterm | 25% |
| • Final | 35% |

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

Grading Policy

A: 3.4 – 4.0
B: 2.7 – 3.3
C: 2.0 – 2.6
F: >2.0



Reflection/Quiz Rubric

Activity	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Quizzes	90-100%	80-89%	70-79%	69% or below
Reflection Question	<p>Participant has provided rich detail and supporting examples from the course content.</p> <p>Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.</p>	<p>Participant has included appropriate content from the course content.</p> <p>Participant has made thoughtful comments in direct response to the prompts.</p>	<p>Participant has included little that indicates consideration and comprehension of course content.</p> <p>Participant has answered most questions directly but some too briefly.</p>	<p>Participant has included little to no content indicating consideration and comprehension of course content.</p> <p>Participant has not addressed the specific questions posed.</p> <p>Participant has not responded to all reflection questions.</p> <p>Participant has copied from the course transcript without synthesis or analysis.</p>

Midterm

Based on the information presented thus far in the course, develop an original lesson that helps students identify anger-triggering thoughts that result from perceptions that they are being harmed or victimized either intentionally or deliberately. In your lesson, include activities to help students identify distorted trigger thoughts, and develop alternative ways of thinking to effectively modify these thoughts and learn healthier ways to express and control anger.

Include the following components in the lesson:

1. Identify a learning objective based on identifying and modifying distorted trigger thoughts.
2. Develop a learning activity that helps students understand the stages of anger and its impact on others when expressed.
3. Develop age-appropriate discussion questions for students to discuss in groups or pairs. Questions should reflect how students can use their new awareness of anger trigger thoughts to resolve conflicts or angry situations that arise in class.
4. Develop a reflection activity that encourages students to think about how they might effectively modify their distorted thoughts when triggered.
5. Include an assessment to help you check your students' understanding of their new skills.



After you have developed your lesson, try it out in your classroom. Keep notes about what worked well and what didn't work, and how you could improve the lesson for the next time.

Remember that only the lesson should be submitted. Do not submit your notes.

Midterm Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Identify a learning objective based on identifying and modifying distorted trigger thoughts.	Participant has identified a concise and precise learning objective specifically based on identifying and modifying distorted trigger thoughts.	Participant has identified a learning objective based on identifying and modifying distorted trigger thoughts.	Participant has identified a learning objective, but not one clearly related to identifying and modifying distorted trigger thoughts.	Participant has not identified a learning objective.
Develop a learning activity that helps students understand the stages of anger and its impact on others when expressed.	Participant has developed an engaging and authentic learning activity that helps students understand the stages of anger and its impact on others.	Participant has described a learning activity that helps students understand the stages of anger and its impact on others, but it is not fully developed	Participant has described or developed a learning activity, though not one directly related to understanding the stages of anger and its impact on others.	Participant has not developed a learning activity.
Develop age-appropriate discussion questions for students to discuss in groups or pairs. Questions should reflect how students can use their new awareness of anger trigger thoughts to resolve conflicts or angry situations that arise in class.	Participant has identified the targeted age group and developed questions that are clearly age-appropriate and that reflect how students can use their new awareness of anger trigger thoughts to resolve conflicts or angry situations that arise in class.	Participant has developed questions that appear to be appropriate to a particular age group, though he or she hasn't specified the age group. The majority of the questions developed reflect how students can use their new awareness of anger trigger thoughts to resolve conflicts or angry situations that arise in class.	Participant has developed questions, though not clearly age-appropriate. Some to most of the questions do not overtly reflect how students can use their new awareness of trigger thoughts to resolve conflicts or angry situations that arise in class.	Participant has not developed age-appropriate questions for his or her students.



<p>Develop a reflection activity that encourages students to think about how they might effectively modify their distorted thoughts when triggered.</p> <p>Include an assessment to help you check your students' understanding of their new skills.</p>	<p>Participant has developed a thoughtful and appropriate reflection activity that specifically encourages students to think about how they might effectively modify their distorted thoughts when triggered.</p> <p>Participant has included a detailed model of an assessment that is aligned to the learning activity and would help him or her check students' understanding of their new skills in understanding and modifying trigger thoughts.</p>	<p>Participant has described a reflection activity that encourages students to think about how they might effectively modify their distorted thoughts when triggered, but it is not fully developed.</p> <p>Participant has included an assessment to help him or her check students' understanding of their new skills in understanding and modifying trigger thoughts.</p>	<p>Participant has described reflection activity, though it does not directly encourage students to think about how they might effectively modify their distorted thoughts when triggered.</p> <p>Participant has included an assessment, though it does not align with the task of helping him or her check students' understanding of their new skills in understanding and modifying trigger thoughts.</p>	<p>Participant has not developed a reflection activity.</p> <p>Participant has not included an assessment.</p>
<p>Formal issues</p>	<p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>



Final

For your midterm, you developed a lesson to help students to identify anger-trigger thoughts and to help them develop alternative ways of thinking. You were then asked to implement the lesson and take note on what worked well and what didn't.

For your final, please write a 500-750 word reflective essay. In your essay you will need to provide anecdotal evidence and any student data that you collected that indicates to what extent your lesson was successful and/or may need revision.

The following should be addressed in your paper.

- What was your overall experience implementing the lesson?
- What worked well during this lesson and how do you know?
- How did the activity provide students with awareness of their own feelings and emotions?
- How did the lesson provide students with a common language to analyze and discuss anger situations that arise?
- Did the lesson influence students to develop more appropriate ways to manage their feelings?
- What additional strategies have you learned in the second half of this course that you would use to modify and improve your lesson for the future?

Final Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
What was your overall experience implementing the lesson?	Participant has detailed, with supporting evidence, his or her overall experience implementing the lesson.	Participant has explained his or her overall experience implementing the lesson.	Participant has indicated, though with little detail, his or her overall experience implementing the lesson.	Participant has not indicated his or her overall experience implementing the lesson.
What worked well during this lesson and how do you know?	Participant has detailed what worked well with supporting evidence.	Participant has explained what worked well and has provided some supporting evidence.	Participant has indicated, though with little detail, what worked well, though the reasoning is not convincing.	Participant has not indicated what worked well and/or how he or she knows.
How did the activity provide students with awareness of their own feelings and emotions?	Participant has detailed, with supporting evidence, how the activity provided students with awareness of their own feelings and emotions.	Participant has explained, with some evidence, how the activity provided students with awareness of their own feelings and emotions.	Participant has suggested, though with little detail, how the activity provided students with awareness of their own feelings and emotions.	Participant has not indicated how the activity provided students with awareness of their own feelings and emotions.



How did the lesson provide students with a common language to analyze and discuss anger situations that arise?	Participant has detailed, with supporting evidence, how the lesson provides students with a common language to analyze and discuss anger situations that arise. Participant has included examples of that common language.	Participant has explained, with some evidence, how the lesson provides students with a common language to analyze and discuss anger situations that arise. Participant has included a few examples of that common language.	Participant has indicated, though with little detail, how the lesson provides students with a common language to analyze and discuss anger situations that arise. Participant has included a few examples of that common language that may not be appropriate to analyzing and discussing anger situations.	Participant has not indicated how the lesson provides students with a common language to analyze and discuss anger situations that arise. Participant has not included any examples of that common language.
Did the lesson influence students to develop more appropriate ways to manage their feelings?	Participant has explored, with supporting anecdotal evidence, whether his or her students have developed more appropriate ways to manage their feelings.	Participant has explained, with some evidence, whether his or her students have developed more appropriate ways to manage their feelings.	Participant has stated, though with little detail and not convincingly, whether his or her students have developed more appropriate ways to manage their feelings.	Participant has not stated whether his or her students have developed more appropriate ways to manage their feelings.
What additional strategies have you learned in the second half of this course that you would use to modify and improve your lesson for the future?	Participant has indicated what additional strategies from the 2 nd half of the course he or she would use to modify and improve the lesson. He or she has persuasively communicated that those strategies would improve the lesson.	Participant has indicated what additional strategies from the course he or she would use to modify and improve the lesson, but those strategies are not specific to the 2 nd half of the course.	Participant has indicated what additional strategies from the course, though it is not clear that they would improve the lesson.	Participant has not indicated what additional strategies from the course he or she would use to modify and improve the lesson.



Formal issues	<p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>
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