

COURSE SYLLABUS

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

Presenters: Diane Wagenhals

Credits: 3 Graduate Credits

Course Overview

Expanding upon the material presented in *Anger Management & Effective Discipline, Part I*, Diane Wagenhals provides further information about the connections among anger, the brain, violence prevention, and effective discipline. Educators are introduced to current brain research that clearly illustrates the effects of anger on brain functioning and development in children. Drawing a distinction between discipline and punishment, Ms. Wagenhals explains the principles behind effective discipline, presenting educators with specific strategies for disciplining assertively while promoting emotional and relational health. Research clearly indicates that students learn more readily when they are emotionally safe and functioning in a calm brain state. With the information, skills and techniques learned in this course, educators will develop healthy philosophies of anger and discipline that will improve their ability to manage and respond to anger.

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 ways the brain grows, functions and develops, and the effects of anger on brain function, growth, and development



- How family dynamics, parenting and discipline affect children’s classroom behavior, reasons behind children’s excessive or inappropriate anger, approaches for processing with abused children, and the Whole Child concept (ADUMS and MRS PIES)
- Differences between discipline and punishment, the effects of unhealthy discipline, and alternatives to punishment-based discipline that meet children’s structure needs
- Strategies for active listening including the HUG approach, creating and using “I” messages, and developing and using the skill of calm
- Principles and skills for assertive discipline, concepts for wise rule-making and enforcement, and options for dealing with persistent behavior problems
- The Discipline Report Card for evaluating effective discipline skills
- Resources and strategies for teaching others about anger management and effective discipline

Student Learning Outcomes

After completing this course, educators will be able to:

- Create and use “I” messages to communicate in a less attacking, blaming, and defensive manner, and consider ways to teach students when, where, why, and how to use “I” messages
- Differentiate between discipline and punishment, recognize unhealthy discipline and its impact on the brain, and identify and use alternatives to punishment when disciplining
- Use the “Discipline Report Card” to evaluate skills in assertive discipline
- Employ basic steps necessary to address persistent problems, select from ten options for dealing with persistent problems, and consider the potentially healthy outcomes when a problem or conflict occurs
- Consider ways to educate students and parents about anger management and effective discipline practices

Unit 1: This is Your Brain on Anger

In this unit, Diane Wagenhals takes a look at the neurological and biochemical processes that relate to anger. Ms. Wagenhals provides a basic overview of six major areas within the brain and how each of these areas functions. We learn how varying levels of arousal affect brain states and the overall effects that being exposed to unhealthy anger can have on children. In increasing our awareness and understanding of brain functioning and brain states, we become more likely to respond to children in appropriately sensitive ways. Ms. Wagenhals also shows us an expanded way to use the NPTI Anger Tree to connect feelings with thoughts, providing further understanding of the root causes of anger.

Learning Objectives

After completing this unit, educators will know:

- Fundamental ways the brain functions, grows, and develops
- Effects of anger on brain development
- The brain’s biochemical reactions to anger and how they set up physiological roadblocks to controlling anger
- How to use the NPTI Anger Tree to connect feelings with thoughts that trigger anger



Student Learning Outcomes

After completing this unit, educators will be able to:

- Consider how the brain's biochemical response to anger impacts the course of one's anger
- Responding intentionally, systematically, and effectively when angrily confronted
- Use the NPTI Anger Tree to connect feelings with thoughts that trigger anger

Unit 2: Can I Get a HUG?

In this unit Diane Wagenhals focuses on the importance of intentionally remaining calm in situations that might provoke anger. Ms. Wagenhals gives us several ways of visually presenting important principles of understanding anger to children. In addition to helping us learn and practice the skill of calm, she introduces Dr. Harville Hendrix's approach to active listening he calls "giving a H.U.G.," meaning Hearing, Understanding, and Giving. Ms. Wagenhals also identifies less healthy, ineffective non-listening responses that we should avoid, and illustrates the difference between listening effectively and non-listening using several exercises. We are encouraged to grow in awareness, understanding, and skill levels with regard to our own anger management, helping others manage their anger and applying the principles and skills of effective discipline in our classroom.

Learning Objectives

After completing this unit, educators will know:

- Ways of developing and utilizing the skill of calm
- Visual examples of anger to share with students
- The H.U.G. approach to active listening
- Less healthy, ineffective non-listening responses to avoid

Student Learning Outcomes

After completing this unit, educators will be able to:

- Identify and employ ways of using the skill of calm
- Use the H.U.G. approach to actively listen when dealing with anger in others
- Build resources of visual examples of anger to use in the classroom

Unit 3: Do Not Pass "No"

In this unit, Diane Wagenhals focuses on the fact that anger sometimes leads to the maltreatment and even abuse of children and gives some of the reasons these children are unable or unwilling to disclose that they are being mistreated or abused. Ms. Wagenhals provides us with some guidelines regarding what we should be careful to do and not to do when talking with these children, and gives us some helpful



approaches and strategies to use. We learn about Barbara Coloroso's categories of adult interaction with children and their implications for classroom management. Ms. Wagenhals also provides information on ways to construct classic "I" messages and shows us an expanded version of the classic "I" message formula.

Learning Objectives

After completing this unit, educators will know:

- Reasons children may be reluctant or unable to disclose abuse or mistreatment
- Approaches and strategies for interviewing or processing with children suspected of abuse or mistreatment
- Basic reasons behind children's excessive, inappropriate, and/or aggressive anger
- Four styles of adult interaction with children: Neglectful Jellyfish, Overindulgent Jellyfish, Brick Wall, and Backbone
- How to construct "I" messages with an expanded version of the classic formula

Student Learning Outcomes

After completing this unit, educators will be able to:

- Become more aware of the fact that some students have experienced or are currently being abused or neglected in their family situations
- Use effective approaches and strategies when interviewing or processing with children suspected of abuse or mistreatment
- Consider the Backbone style of interacting with children and its implications for classroom management
- Create and use "I" messages to communicate in a less attacking, blaming, and defensive manner
- Consider ways to teach students when, where, why, and how to use "I" messages

Unit 4: Discipline vs. Punishment

Disciplining effectively is a challenge for many educators. In this unit, Ms. Wagenhals invites us to appreciate what children and educators need when discipline is called for in the classroom. Examining discipline from a historical perspective, Ms. Wagenhals helps us distinguish between discipline and punishment, illustrating the connections that both of these have with anger and violence. Teaching us about children's moral development, we are led to understand that children do not use manipulation in an adult way. Noting that Webster's dictionary lists 'education' as a synonym for discipline, Ms. Wagenhals shows us alternatives to punishment that we can use to help children build an inner core of self-respect, self-control, self-confidence, and a sense of responsibility.

Learning Objectives

After completing this unit, educators will know:



- Connections between discipline, punishment, violence, and anger
- The value and attributes of constructive discipline
- Differences between reality and relational consequences and the implications of using each
- How to use alternatives to punishment, including reality consequences, time outs, information, and reinforcement

Student Learning Outcomes

After completing this unit, educators will be able to:

- Differentiate between discipline and punishment
- Identify and use alternatives to punishment when disciplining
- Consider ways of using reality consequences and avoiding relational ones
- Consider children's moral development as it relates to effective discipline

Unit 5: The Brain is Connected to the...

In his work as a child psychologist and neurobiologist Dr. Bruce Perry has produced much information on brain function and development. Presenting the work of Dr. Perry and others, Diane Wagenhals describes the impact that violence and trauma can have on children's brain growth, development, and function. Ms. Wagenhals helps us recognize the impact that unhealthy discipline can have on the brain. She introduces the Whole Child concept, giving us a more comprehensive way of understanding the nature of children. Using the Whole child concept we can avoid the disciplinary problems that often stem from a lack of information about the nature of children.

Learning Objectives

After completing this unit, educators will know:

- Basics of brain growth, development, and functioning
- Connections between discipline and brain functioning and development
- The impact that violence and trauma have on the developing brain
- The Whole Child concept of understanding children's nature and behavior

Student Learning Outcomes

After completing this unit, educators will be able to:

- Recognize unhealthy discipline and its impact on the brain
- Connect brain development and the nature of children with issues concerning discipline
- Use the Whole Child concept of describing children to inform discipline-related decisions
- Consider the inevitability of conflict as a result of the nature of children, and that discipline is a process and not an event



Unit 6: The Discipline Report Card for Educators & Parents

In this unit, Diane Wagenhals uses the image of a “Discipline Report Card” as a template for assertive discipline. Ms. Wagenhals acknowledges that family dynamics influence parenting and discipline, and that these in turn affect both children’s behaviors in the classroom, and our own approaches to discipline. She discusses the needs of children and adults, describing the roles that adults must assume in order to meet those needs. Ms. Wagenhals also shows us how the unhealthy needs of total acceptance and instant obedience from children interfere with effective disciplining. With Ms. Wagenhals' help, we examine each of the specific “grades” of the “Discipline Report Card” and learn about the principles and skills of disciplining assertively and effectively.

Learning Objectives

After completing this unit, educators will know:

- How family dynamics affect parenting and discipline, and in turn, affect children's behaviors in the classroom
- The two roles that meet children’s needs of nurture and structure, with an emphasis on embracing the executive role to meet children's structure needs
- "The Discipline Report Card" for assertive teachers
- Principles and skills for assertive disciplining

Student Learning Outcomes

After completing this unit, educators will be able to:

- Consider how family dynamics affect parenting, discipline, and the behavior of children
- Consider their needs in terms of their health and impact on interaction with others
- Employ principles and skills for assertive disciplining
- Use the “Discipline Report Card” to evaluate skills in assertive disciplining

Unit 7: Persistent Problems

A common challenge for educators is managing students with persistent discipline problems. In this unit, Diane Wagenhals teaches us how to identify and respond to persistent problems in the classroom. She begins by exploring the concept of wise rule-making, and gives us suggestions for applying and enforcing rules. We learn the necessity of distinguishing problems from realities, and that in order to address persistent problems, sometimes we must be willing to change. Ms. Wagenhals covers the basic steps for addressing persistent problems, specifying the options that lead to healthy outcomes. She gives us tips for addressing resistance from students, ways to apply different categories of consequences, and discusses the issues involved when using a teamwork approach to disciplining. In addition to summarizing key concepts of effective discipline, Ms. Wagenhals presents the messages of healthy discipline that we can communicate to our students.



Learning Objectives

After completing this unit, educators will know:

- The concept of wise rule-making, as well as strategies for applying and enforcing them
- The basic steps necessary for addressing persistent problems
- 10 options for dealing with persistent problems, and tips for addressing resistance from students
- Five possible healthy outcomes when a problem or conflict occurs
- Ways to apply different categories of consequences
- Issues when using a teamwork approach to discipline

Student Learning Outcomes

After completing this unit, educators will be able to:

- Engage in wise rule-making
- Distinguish realities from problems
- Employ several basic steps necessary to address a persistent problem
- Select from ten options for dealing with persistent problems
- Recognize five potentially healthy outcomes when a problem or conflict occurs
- Consider the key concepts and principles of effective discipline, including the NPTI umbrella image of prevention and intervention

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

- 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 a lesson that incorporates at least one of the visual examples presented to help students understand the characteristics and effects of anger. You will find the necessary information by clicking the Resources button in the eClassroom and downloading the *AngerInfo+Activities* document from Unit 2.

Include the following components in your lesson:

1. Identify frustrations or conflicts that commonly occur in your classroom and develop a learning objective that addresses these issues and promotes a safe and effective learning environment for all students.
2. Develop at least two learning activities that help students understand characteristics of anger and its effects on the angry person and those who the anger is directed towards and that incorporate at least one of the visual examples presented in the course
3. Develop at least three age-appropriate discussion questions for students to discuss in groups or pairs. Questions should reflect how students can use their new knowledge to better manage and respond to their own anger and the anger of others.
4. Develop a reflection activity that encourages students to think about how their anger affects themselves and others.
5. Include an assessment to determine students' understanding of the material.

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 frustrations or conflicts that commonly occur in your classroom and develop a learning objective that addresses these issues and promotes a safe and effective learning environment for all students.	Participant has clearly identified at least two frustrations or conflicts that commonly occur in his or her classroom. Participant has developed a clear and concise learning objective that directly addresses frustrations or conflicts in his or her classroom and that promotes a safe and effective learning environment.	Participant has identified one or more conflicts or frustrations that have occurred in his or her classroom. Participant has developed a learning objective that addresses the frustrations or conflicts identified in his or her classroom and that promotes a safe and effective learning environment.	Participant has identified one conflict or frustration that he or she has witness among students. Participant has developed a learning objective that addresses frustrations or conflicts <u>or</u> that promotes a safe and effective learning environment.	Participant has not identified a conflict or frustration in his or her classroom. Participant has not developed a learning objective that directly addressed frustrations or conflicts in his or her classroom or that promotes a safe and effective learning environment.



<p>Develop learning activities that help students understand characteristics of anger and its effects on the angry person and those who the anger is directed toward , and that incorporate at least one of the visual examples presented in the course</p>	<p>Participant has developed 2 engaging and authentic learning activities clearly aligned to the objective and incorporate visual examples that will help students understand characteristics of anger and its effects on the angry person and those toward whom the anger is directed.</p>	<p>Participant has developed 1-2 learning activity aligned to the objective that incorporate one visual example that will help students understand characteristics of anger and its effects on the angry person and those toward whom the anger is directed</p>	<p>Participant has developed a learning activity, though one not clearly aligned to the objective that will help students <u>either</u> understand the characteristics of anger <u>or</u> its effects on the angry person and those toward whom the anger is directed.</p> <p><u>and/or</u></p> <p><u>Participant has not</u> incorporated a visual example</p>	<p>Participant has not developed an appropriate learning activity.</p>
<p>Develop three age-appropriate discussion questions for students. Questions should reflect how students can use their new knowledge to better manage and respond to their anger and the anger of others.</p>	<p>Participant has identified the targeted age group and developed three questions that are clearly age-appropriate and that reflect how students can use their new knowledge to better manage and respond to their anger and the anger of others.</p>	<p>Participant has developed three questions that appear to be appropriate to a particular age group, though he or she hasn't specified the age group.</p> <p>The majority of the questions developed reflect how students can use their new knowledge to better manage and respond to their anger and the anger of others.</p>	<p>Participant has developed two-three questions, though not clearly age-appropriate.</p> <p>The questions do not all overtly reflect how students can use their new knowledge to better manage and respond to their anger and the anger of others.</p>	<p>Participant has not developed age-appropriate questions for his or her students</p>
<p>Develop a reflection activity that encourages students to think about how their anger affects themselves and others.</p>	<p>Participant has described a reflection activity that will clearly facilitate students' thinking about how their anger affects themselves and</p>	<p>Participant has described a reflection activity meant to encourage students to think about how their anger affects themselves and</p>	<p>Participant has described or developed a reflection activity, though not one clearly meant to encourage students to think about how</p>	<p>Participant has not developed an appropriate reflection activity.</p>



	others.	others.	their anger affects themselves and others.	
Include an assessment to determine students' understanding of the material.	Participant has developed and presented a thoughtful and appropriate assessment, aligned to the learning activity, to determine students' understanding of the material	Participant has developed and presented an assessment to determine students' understanding of the material.	Participant has developed an assessment, though it does not directly determine students' understanding of the material.	Participant has not developed an assessment.
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>



Final

For your midterm, you developed a lesson using the visual examples presented in this course to help students identify the characteristics and effects of anger. 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 activities provide students with an understanding of the characteristics and effects of anger?
- How did the lesson provide students with a common language to analyze and discuss the complex nature of anger?
- Did the lesson influence students to develop an understanding for the complex nature of anger, its characteristics and effects?
- What additional strategies have you learned in the second half of this course that you would use to modify and improve your lesson in 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, with supporting evidence, what worked well and how he or she knows. 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 activities provide students with an understanding of the characteristics and effects of anger?	Participant has detailed, with supporting evidence, how the activity provided students with an understanding of the characteristics and effects of anger.	Participant has explained, with some evidence, how the activity provided students with an understanding of the characteristics and effects of anger.	Participant has suggested, though with insufficient detail to be persuasive, how the activity provided students with an understanding of the characteristics and effects of anger.	Participant has not indicated how the activity provided students with an understanding of the characteristics and effects of anger.
How did the lesson provide students with a common language to analyze and discuss the complex nature of anger?	Participant has detailed, with supporting evidence, how the lesson provides students with a common language to analyze and discuss the complex nature of anger. Participant has provided examples of that common language.	Participant has explained, with some evidence, how the lesson provides students with a common language to analyze and discuss the complex nature of anger. Participant has included a few examples of that common language.	Participant has suggested, though with insufficient detail to be persuasive, how the lesson provides students with a common language to analyze and discuss the complex nature of anger. 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 the complex nature of anger. Participant has not included any examples of that common language.
Did the lesson influence Have students to developed an understanding for the complex nature of anger, its characteristics and effects?	Participant has explored, with supporting anecdotal evidence, whether his or her students have developed an understanding of the complex nature of anger, its characteristics, and effects.	Participant has explored whether his or her students have developed an understanding of the complex nature of anger, its characteristics, and effects.	Participant has explored, though with insufficient detail to be persuasive, whether his or her students have developed an understanding of the complex nature of anger, its characteristics, and effects.	Participant has not explored whether his or her students have developed an understanding of the complex nature of anger, its characteristics, and effects.



What additional strategies have you learned in the second half of this course that you would use to modify and improve your lesson in 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	Participant has made no grammatical errors. Participant has organized paragraphs around clearly articulated main ideas. Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.	Participant has made a few grammatical errors. Participant has organized most paragraphs around clearly articulated main ideas. 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.	Participant has made some distracting grammatical errors. Participant has organized some paragraphs around main ideas but not others. Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.	Participant has made multiple grammatical errors. Paragraphs are not organized around main ideas. Participant has written in a style that does not effectively communicate his or her thoughts.