

### *The Anger Rules*

It's OK to feel angry BUT  
Don't hurt others  
Don't hurt yourself  
Don't hurt property

*-DO talk about it.*



Children need to learn safe limits to their behavior for the safety and for the safety of others. They also need to know that their feelings are understood. When this happens a child feels validated and develops a healthy sense of self.

I statements help set limits.

I feel ...  
when (something happens) ...  
because ....  
I would like .....

When children are angry with one another, we can assist them at this time by stating what we see: *"I see two children fighting over the ball"*. Not taking sides *"I only know what I see right now"*. Separating the children if there is danger of violence *" I see someone about to hit someone else. Someone will get hurt. You sit here and you sit there"* and seeking to find out the reason for the fighting.

### Picture books about feeling angry

- **When I Feel Angry** by Cornelia Maude Spelman and Nancy Cote
- **When Sophie Gets Angry--Really, Really Angry** by Molly Bang
- **My Mouth is A Volcano** by Julia Cook
- **Angry Octopus: An Anger Management Story** introducing active progressive muscular relaxation and deep breathing by Lori Lite and Max Stasuyk
- **Andrew's Angry Words** by D. Lachner and Tjong-King
- **I Am So Angry, I Could Scream: Helping Children Deal With Anger** by Laura Fox and Chris Sabatino
- **Angry Dragon** by Thierry Robberecht and Philippe Goossens
- **Christopher's Anger** by Denise Zuckerman
- **What to Do When Temper Flares. A guide to overcoming problems with anger** by Dawn Huebner and Bonnie Matthews

Collaborating between school staff and parents is a key component in student academic success.

If you have any questions, please contact Hilda Majewski or Sheryl Valdoria at 794-4400



**CARMEL CREEK**

# GUIDANCE

## Working on handling aggression



## Anger Train

Each time an event occurs in the student's life, he or she has a thought or an interpretation about that event. These thoughts or interpretations can be either helpful or hurtful. The interpretation of the situation can lead to experience certain feelings and depending on those feelings the body reacts. The body gives cues about the feeling the student is experiencing. Upon those thoughts and feelings the student will react to the event, with a specific behavior either helpful or hurtful.

|            | Hurtful  | Helpful                         |
|------------|--|---------------------------------|
| Event:     | Someone trips you  |                                 |
| Thoughts:  | "He did it on purpose I am going to get him"             | "Maybe it was an accident"      |
| Feelings:  | Mad, hurt, frustrated                                    | Calm, curious                   |
| Body Cues: | Angry face, tight muscles, clench fists, racing heart... | Relax muscles, normal heartbeat |
| Behaviors: | Yell at him, push him                                    | Ask him if he saw you           |

### Things caregivers can do to help children manage their behavior more effectively:

1. Role-Model good anger management. When you are angry take a time out to calm down before you respond.
2. Provide cues and prompts. Have an anger management plan or tool box. Have it posted in his room. You can take pictures executing the plan.
3. Reward your child for using good anger management. Talk to your child and put in place a behavioral reward system, daily objectives and rewards. The rewards do not need to be material it can be reading a story, watch a movie together or choosing a snack. Change the list of rewards frequently. Behavioral plans stop working as soon as they become boring. Introduce novelty!

#### Anger Procedure:

1. Write down what event or **problem** made you angry.
2. Write how your body feels, what are your thought and what are the action that signal that your were angry.
3. Describe what strategy did you use: relaxing, self-talk, taking action or other. Rate in a 1-4 scale how effectively you coped with your anger (4 being very effective). Informally, notice, comment and praise when your child is using the skills.

## HELPING CHILDREN LEARN HOW TO COPE WITH ANGER

1. Determine if your child is ready to learn how to cope with anger. If he or she is too defensive start by understanding and expressing feelings.
2. Define anger. Help your child understand that anger is a negative emotion, an uncomfortable feeling of displeasure that occurs in response to a real or perceived situation that doesn't go as one would like it to. Anger feelings have a range from frustration (mild) to mad (moderate) to furious (severe).
3. Teach your child to recognize anger signals. Those indicators that the emotions are high.
4. Teach your child to relax: deep breathing, visualization, muscle tension/release.
5. Teach your child to use coping self-talk. Saying things to oneself (thoughts) to calm down. "Take it easy" "Stay cool" "Chill out" "Take deep breaths" "I'll just try my hardest".
6. Teach your child to take effective action. Solve the problem that originally made the child angry. It may involve expressing feelings, asking for a hug, going for a walk, being assertive with someone.
7. Model coping with anger.
8. Implement a formal or informal anger procedure