

ANGER MANAGEMENT

A Practical Guide

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Appendix 1(A)

Observation checklist – primary (5–11)

Name _____ Date of birth _____ School _____

Please circle the number which *your* observations suggest is most appropriate and add any *comments* that you think are important.

	<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Never</i>	<i>Comment</i>
1. Comes to school/class happily	1	2	3	4	
2. Settles in class without fuss	1	2	3	4	
3. Settles in small groups easily	1	2	3	4	
4. Follows class routines	1	2	3	4	
5. Accepts teacher's directions	1	2	3	4	
6. Accepts other pupils taking the lead	1	2	3	4	
7. Appears popular with other children	1	2	3	4	
8. Has at least one good friend	1	2	3	4	
9. Plays appropriately with other children	1	2	3	4	
10. Copes well with disappointment	1	2	3	4	
11. Appears confident	1	2	3	4	
12. Feels good about themselves	1	2	3	4	
13. Concentrates well	1	2	3	4	
14. Controls anger when provoked	1	2	3	4	
15. Has insight into own behaviour	1	2	3	4	
16. Learns from mistakes	1	2	3	4	
17. Keeps hands, feet, objects to themselves	1	2	3	4	
18. Hurts self	4	3	2	1	
19. Distracts other children	4	3	2	1	
20. Hurts other children	4	3	2	1	
	_____	_____	_____	_____	
Total	_____	_____	_____	_____	

Best score = 20 Worst score = 80

Completed by _____ Date _____

Appendix 1(B)

Observation checklist – secondary (11 –16)

Name _____ Date of birth _____ School _____

Please circle the number which *your* observations suggest is most appropriate and add any *comments* that you think are important.

	<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Never</i>	<i>Comment</i>
1. Comes to school/class without difficulty	1	2	3	4	
2. Settles in class easily	1	2	3	4	
3. Settles in small groups easily	1	2	3	4	
4. Follows class routines	1	2	3	4	
5. Accepts teacher's directions	1	2	3	4	
6. Accepts other students taking the lead	1	2	3	4	
7. Appears popular with other students	1	2	3	4	
8. Has at least one good friend	1	2	3	4	
9. Relates well to other students	1	2	3	4	
10. Copes well with disappointment	1	2	3	4	
11. Appears confident	1	2	3	4	
12. Feels good about themselves	1	2	3	4	
13. Concentrates well	1	2	3	4	
14. Controls anger when provoked	1	2	3	4	
15. Has insight into own behaviour	1	2	3	4	
16. Learns from mistakes	1	2	3	4	
17. Keeps hands, feet, objects to themselves	1	2	3	4	
18. Hurts self	4	3	2	1	
19. Distracts other students	4	3	2	1	
20. Hurts other students	4	3	2	1	
	_____	_____	_____	_____	
Total	_____	_____	_____	_____	

Best score = 20 Worst score = 80

Completed by _____ Date _____

Appendix 2

Anger log

This may be completed by (a) child (b) teacher (c) parent/carer

Name _____ School _____

*Circle the number that best describes
Anger Management*

	<i>Poor</i>		<i>Good</i>		<i>Excellent</i>
Anger at school					
Monday	1	2	3	4	5
Tuesday	1	2	3	4	5
Wednesday	1	2	3	4	5
Thursday	1	2	3	4	5
Friday	1	2	3	4	5
Anger at home					
Monday	1	2	3	4	5
Tuesday	1	2	3	4	5
Wednesday	1	2	3	4	5
Thursday	1	2	3	4	5
Friday	1	2	3	4	5
Saturday	1	2	3	4	5
Sunday	1	2	3	4	5
Anger elsewhere (trips, etc)					
Monday	1	2	3	4	5
Tuesday	1	2	3	4	5
Wednesday	1	2	3	4	5
Thursday	1	2	3	4	5
Friday	1	2	3	4	5
Saturday	1	2	3	4	5
Sunday	1	2	3	4	5

Completed by: _____ (Child/Teacher/Parent)

Appendix 3

Anger triggers

When we were discussing the Firework Model, we likened the match to the **trigger** of anger for an individual. The Assault Cycle also begins with the **trigger** stage. In order to manage our anger better, we must first identify the triggers that spark us off into an angry reaction. Triggers will be events that are perceived as threats to:

- person or property
- self-identity or self-esteem
- getting our perceived needs met

Once we have identified the triggers that make us angry, we have three possibilities:

- **avoid** the triggers
- **change** the way we **think** about the triggers
- reduce the level of arousal by using **calming** techniques

The following Worksheets provide ways of addressing these issues:

1. What makes me angry?
2. What do I think?
3. How do I feel?
4. Keeping calm.

The following Worksheets can be used with young people to help them identify their own triggers, consider alternative ways of thinking about them and identify ways of keeping themselves calm. These can be used in conjunction with the Anger Thermometer (Chapter 8) and the Anger Log (Appendix 2) as appropriate.

Worksheet 1

What makes me angry?

Stop the match being lit!

Here is a list of statements describing what makes some people angry. Tick the ones that are true for you and add some of your own that have not been listed.

- When people talk about me behind my back
- When I get my work wrong
- When other people get hurt
- When others won't play with me
- When I'm treated unfairly
- When I'm shouted at
- When people interfere with my games
- When people stop me doing what I want to
- When others get more attention than me
- When people call me names
- When I'm losing at football
- When people are rude about my family
- When people bully my friends
- When someone calls me a liar
- When someone pushes me
- When I get told off and others don't
- When things get broken
- When someone takes my things
- When there is a lot of noise and I'm trying to concentrate.
- When I have to do something I don't want to do
- When I'm told off in front of my friends
- When I get interrupted
- When people don't give me a chance
- When other people are angry
- When people don't listen to me
- When people don't understand me

Other things that make me angry are:

1.
2.
3.
4.

What do I think?

In order to manage our anger we may try to avoid the trigger that sparks us off (as identified in Worksheet 1), but as this is not always possible it is important to have alternative strategies in reacting to the trigger. This involves changing the way we think about the trigger. This gives us more time (a longer fuse) to consider how we will choose to behave.

In Worksheet 2 which follows, a list of incidents are described.

Imagine that these events have happened to you and write down in the first column what you might be thinking that would lead you to be angry.

Then think of some alternative ways in which you might explain the incident that would not lead you to feel angry. It may be helpful to discuss this with a friend or adult. Write this in the second column.

The first two have been completed for you to help you get the idea.

Worksheet 2

What do I think?

Lengthening the fuse!

<i>Trigger Feelings</i>	<i>What I think Angry feelings</i>	<i>What I think No angry feelings</i>
Someone pushes you in the playground.	(i) He wants to pick a fight. (ii) She wants to hurt me.	(i) He lost his balance. (ii) Someone bullied her into it.
Your teacher doesn't listen when you are telling them why you are late.	(i) They don't care about me. (ii) They don't believe me.	(i) She is busy trying to sort out another problem. (ii) I have picked a bad time. (iii) I'm not making myself clear.
Your best friend does not talk to you.		
Someone takes your best ruler off your desk.		
You get told off for forgetting your homework.		
Someone shouts at you.		
A friend calls you a liar.		
You are not picked for the school football team.		
A group of children call you names as you walk past them.		

Think about some incidents that have made you angry recently and see if you can change what you think about them.

Keeping calm

When we are teaching young people how to manage their anger more effectively, we know there will be times when we cannot avoid the triggers and we are still learning to change what we think. As young people become more aware of their feelings, thoughts and behaviours, they will become more adept at recognising the signs of anger bubbling. At this stage it will be important for them to identify ways of reducing their levels of arousal in order to reduce the probability of an angry outburst.

To return to the firework analogy, the first Worksheet helped us to reduce the likelihood that the match would be lit, the second Worksheet helped us to lengthen the fuse, allowing more time to consider alternative ways of reacting to triggers, and we will now consider ways to encourage young people to identify their own strong feelings and help them to choose strategies to help reduce their levels of arousal. This could be likened to dampening the fuse and reducing the risk of the explosion.

On Worksheet 3, the pupil will be asked to identify some of their own physiological feelings when they are beginning to feel angry, to help them become more aware of when things are beginning to get out of control for them.

On Worksheet 4, they will then be encouraged to identify what strategies help them to feel better/calm down at those times.

Worksheet 3

How do I feel?

Think about how you feel when you first start to get angry. Tick any of the following statements that apply to you.

I feel hot

My hands start to sweat

I find it difficult to stay still, I get fidgety

My mouth gets dry

My hands go into fists

My body feels tense

My heart races

I breathe more quickly

I feel panicky

Describe three other things that you have noticed about yourself when you are beginning to get angry:

1.....

2.....

3.....

Worksheet 4

Keeping calm

Dampening the fuse!

Here is a list of things that some people do in order to help them to calm down when they recognise the feelings that go along with being angry.

Choose three that you think might work for you and add any of your own that you have thought of or tried.

1. Walking away from the incident.
2. Counting to ten.
3. Talking yourself into feeling calm.
4. Using a catchphrase.
5. Pretending to be somewhere else.
6. Hiding behind an imaginary shield.
7. Using the turtle technique and protecting yourself inside your shell.
8. Take some exercise – running, football, shooting baskets.
9. Have a special place to go.
10. Have a special person to be with.
11. Listen to music
12. Breathe deeply and slowly
13. Relax clenched muscles.

The three that I think I will try, are:

1.....

2.....

3.....

Other things that I do to help me stay calm are.....

.....

.....

Appendix 4

Developing a solution

Think about the last time you became really angry. Answer the following questions about it:

What was the trigger?.....

What did you think about the incident?.....

What did you do to try to keep calm?.....

On a scale of 1 to 10, with 1 being the worst it could possibly be, and 10 being the best, *circle the number* that describes how you feel you reacted.

*Reacted
very badly*

*Reacted
very well*

1 2 3 4 5 6 7 8 9 10

Assuming you have not circled 1, there must be something about how you behaved that you felt went well – list three of those things below

1.....

2.....

3.....

How could you improve your score by one next time (e.g. from 3 to 4, or 6 to 7) by building on the things that are already going well or by trying new things?

Three things I would do differently next time that would improve my score from to are:

1.....

2.....

3.....

Don't forget you do not have to be perfect first time. Just make some changes that you think would be OK for you. If you find this difficult then talk it through with a trusted adult.

Obstacles

Sometimes when we are trying to make changes, things seem to get in the way and make it difficult for us. List below the things that you think will make it difficult for you to make changes:

.....
.....
.....

How could you avoid these obstacles?.....

.....
.....
.....

Who could help you with this?

1.....

2.....

3.....

You have now

1. Scored your own behaviour on a scale of 1 to 10.
2. Identified what you are doing well already.
3. Decided what you would like to do to improve your score by one.
4. Thought about what might stop you from making those changes.
5. Identified how you could avoid the obstacles and who could help you with this.

You are now ready to put together your own action plan for improving your anger management.

Action plan

The next time I get really angry the **triggers** are likely to be:

- 1.....
- 2.....
- 3.....

I will try and **avoid** these triggers by

- 1.....
- 2.....
- 3.....

I will know that I am getting angry because I will notice the **signs**:

-
.....
.....

I will try to **keep calm** by

-
.....
.....

If I cannot avoid the triggers I will **think differently** about them. My thoughts will be:

-
.....
.....

I will know that my **behaviour** is better because instead of:

shouting kicking throwing things swearing damaging things fighting
other.....

(circle the one/s below that fit your behaviour or add your own)

I will walk away go to a special place find someone to talk to
 take some exercise count to ten
 other.....

I will avoid the **obstacles** to changing my behaviour by:

-
.....
.....

The **people** I will need to **help** me succeed with this plan are:

- 1.....
- 2.....
- 3.....

Signed.....Name.....Date

Appendix 5

Effective anger

Appendices 3 and 4 have helped us to develop the understanding, skills and strategies needed to avoid explosive outbursts of anger that lead to the difficulties associated with problem anger.

The challenge now is how to express anger effectively, in order to provide opportunities to learn and to change. Anger needs to be expressed in a way that respects other people's feelings and points of view, even when they differ from our own. The expression of anger can then be a positive way of resolving conflict and leading to more effective communication between people. In this way relationships can develop and improve as misunderstandings are resolved over time.

Important issues to consider when expressing anger:

Do

- wait until you are calm
- value the other person's point of view, even if you disagree with it
- express your feelings clearly
- offer a solution about how it could be done differently

Don't

- blame the other person
- devalue the other person
- become confrontational
- exaggerate what has happened (i.e. get it out of proportion)

When communicating feelings to others it is useful to separate out the following

- the **behaviour** which has upset us
- the **effect** on our own behaviour
- the **feelings** it has created in us
- the **solution** you would like

I Messages

Write out some effective 'I Messages' for pupils in the following scenarios:

1. Name calling.

.....

2. Taking toys/equipment without asking.....

.....

3. Spoiling a game.....

.....

4. Being pushed in front of, in a line.....

.....

5. Telling tales.....

.....

6. Copying work.....

.....

7. Being shouted at by a teacher.....

.....

8. Not being noticed when needing help.....

.....

9. Being picked on.....

.....

10. Being told what to do without being told why.....

.....

Don't forget effective messages are important for all of us, teachers, pupils and parents!

Appendix 6

Behaviour Modification

GETTING BETTER CHART

.....is getting better

TARGET BEHAVIOUR	MON	TUES	WED	THURS	FRI	SAT	SUN
1							
2							
3							
4							
5							



GO FOR IT!

WELL DONE

