

TAMING ANGER

**A resource book created by
Adelaide South Behaviour Support Service**



Government of South Australia
Department of Education and
Children's Services

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Taming Anger

A Teacher Resource

In his book **Kids in Danger** Doctor Ross Campbell says:

"A child's mishandled anger manifests itself in many ways: from poor grades to parent - child conflict; from anti-authority attitudes to aggressive behaviour; from sullenness to suicide. We see it every day, at home, at school, in society and it seems to be getting worse."

Anger is a very powerful emotion and its expression, even though highly personalised, can sometimes have a profound impact on other people.

Taming Anger is a collection of teacher resources used and developed by the Behaviour Support Service – Adelaide South to help students to discover, legitimise and analyse their anger.

The book has two major components:

- ✱ The student worksheets that assist students to explore their anger
- ✱ The teacher information concerning strategies and practices that are effective with angry students.

[A number of exercises and activities in this book are not original
however every effort to acknowledge the original source has been made]

Taming Anger is a proactive component of a coordinated school approach to managing students who are challenged by their anger.

Taming Anger concentrates on unpacking the skills necessary to allow students to manage their anger and then explicitly teaching these skills to small groups of identified students to empower them to make responsible behavioural choices. The development of these skills assists students to achieve successful learning outcomes.

The basic goals of Taming Anger are:

- ✱ To explore the components of an individual's anger.
- ✱ To unpack the skills needed to enable the individual to manage their anger more appropriately.
- ✱ To explicitly teach these skills.
- ✱ To allow opportunity for students to practise and master the skills.
- ✱ To provide frequent and constructive performance feedback on the use of the new skills.

Taming Anger is most effective when it is delivered to groups of 8-10 students. This allows students the opportunity to express their feelings and opinions honestly and promotes healthy discussion.

It is important that ground rules are in place before the exploration begins. These must include:

- ✱ The confidentiality of group discussions must be maintained.
- ✱ The right to pass if the student feels uncomfortable.
- ✱ The recognition and acknowledgement that an individual's opinions and beliefs are valuable.
- ✱ When describing other people, their names must not be mentioned (this takes some practise and it is often necessary to protectively interrupt students in the first few sessions until the technique is learned).

During the conversations that occur it is most effective when the teacher(s) remain impartial and challenge students to continue to explore their feelings and opinions by the use of open-ended questioning.

Eg. student: "Maths really makes me angry!"
 teacher: "Why does Maths make you angry?"
 student: "It sucks!"
 teacher: "Why does Maths suck?"
 "What is it about Maths that makes you angry?" etc.



What is Anger?

Anger is a very powerful emotion and its expression, even though highly personalised, can sometimes have a profound effect on other people.

Write down your answer to this question:

* What is anger?

What is anger?

Various dictionaries define anger as:

- * Strongly felt displeasure...aroused by real or supposed wrong...often accompanied by an impulse to retaliate
- * Violent passion...an extreme emotion
- * A physical state of readiness...a preparedness to act
- * Hot displeasure

Anger is a very powerful and personal emotion.

The things that make us angry differ from person to person.

List some examples of things that make you angry.

These things make me ANGRY:

- * A flat tyre that makes me late for work
- * Being harassed
- * Something of mine being stolen
- * Rumours being spread about me

etc.

The Anger Rules

Too often in our society anger is given a **NEGATIVE** connotation. Anger is a natural emotion and a powerful motivating force for change.

Eg. the vote for women
labour law reform

The negativity of anger is usually due to the inappropriate expression of this powerful emotion. To assist individuals to deal with their anger appropriately, it is necessary to discuss the Anger Rules.

When I'm Angry

- * I don't hurt myself
- * I don't hurt others
- * I don't damage things

The Anger Rules

“But I have every right to be ANGRY!!!!”

says someone

Everyone has the right to be angry **BUT** they have the responsibility to express their anger within the framework of the **Anger Rules**.

If anger is expressed within the rules it can be classed as **helpful** anger.

If anger is expressed in ways that do not follow the rules it can be classed as **hurtful** anger.

List some examples of situations where anger is **helpful** and when anger is **hurtful**.

Helpful anger

Hurtful anger

Helpful anger

- * Telling someone assertively you are angry
- * Walking away and dealing with the situation when calmer
- * Using your energy to work at changing things

Hurtful anger

- * Hitting someone
- * Breaking things
- * Abusing alcohol or substances
- * Damaging yourself

Styles of Anger

Different people handle their anger in differing ways; there are three main styles of anger.

Withholding anger: Some people deny their anger – they withhold it. Even though they may be fuming inside, they pretend they are not affected. If anger is locked away it will eat at you.

TASK: When people are withholding anger they use phrases like...

- ✱ _____
- ✱ _____
- ✱ _____

Blaming others: Some people blame others for their anger. They blame the person rather than focusing on the issue that led to the conflict and so the situation escalates. This aggressive approach causes the anger on all sides of the argument to get worse.

TASK: When people are blaming others they use phrases like...

- ✱ _____
- ✱ _____
- ✱ _____

Assertive and Direct Approach: When you use an assertive style for dealing with your anger you address the issues correctly. A direct person will describe what is upsetting him/her, how he/she feels about it and what is not fair. By directing your responses on the real issue, you have a better chance of reaching a fair solution.

TASK: When people are using direct style they use phrases like...

- ✱ _____
- ✱ _____
- ✱ _____

Withholding anger:

- * “I don’t care, do what you like...”
- * “Big deal...”
- * “Who cares, I didn’t want to in the first place...”
- * “Yeah sure...”

Blaming others:

- * “You always do...”
- * “It’s your fault...”
- * “You started it...”

Assertive and direct approach:

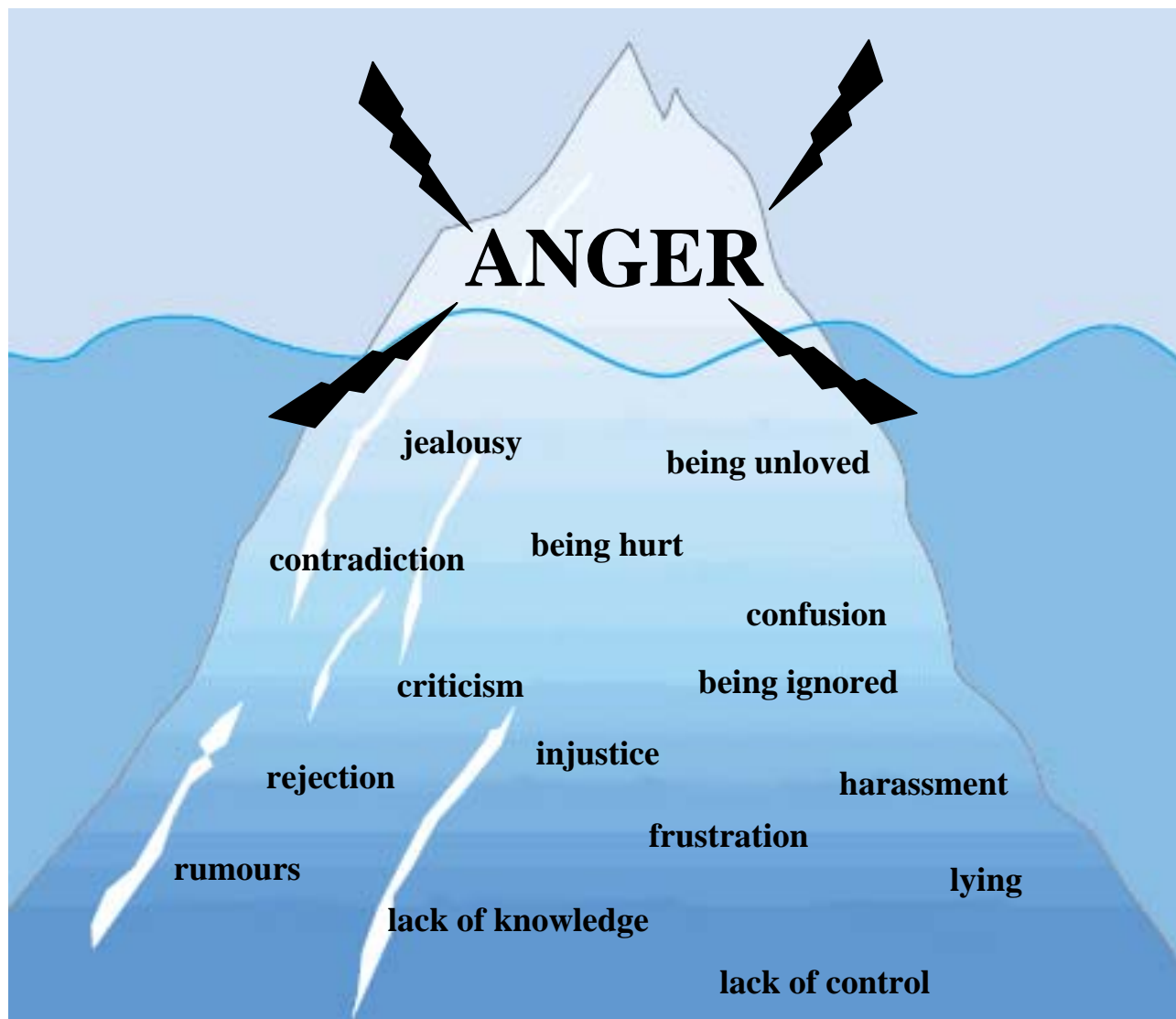
- * “When you do that I feel...”
- * “I don’t appreciate the way in which...”
- * “I have asked you to stop...”

The Iceberg



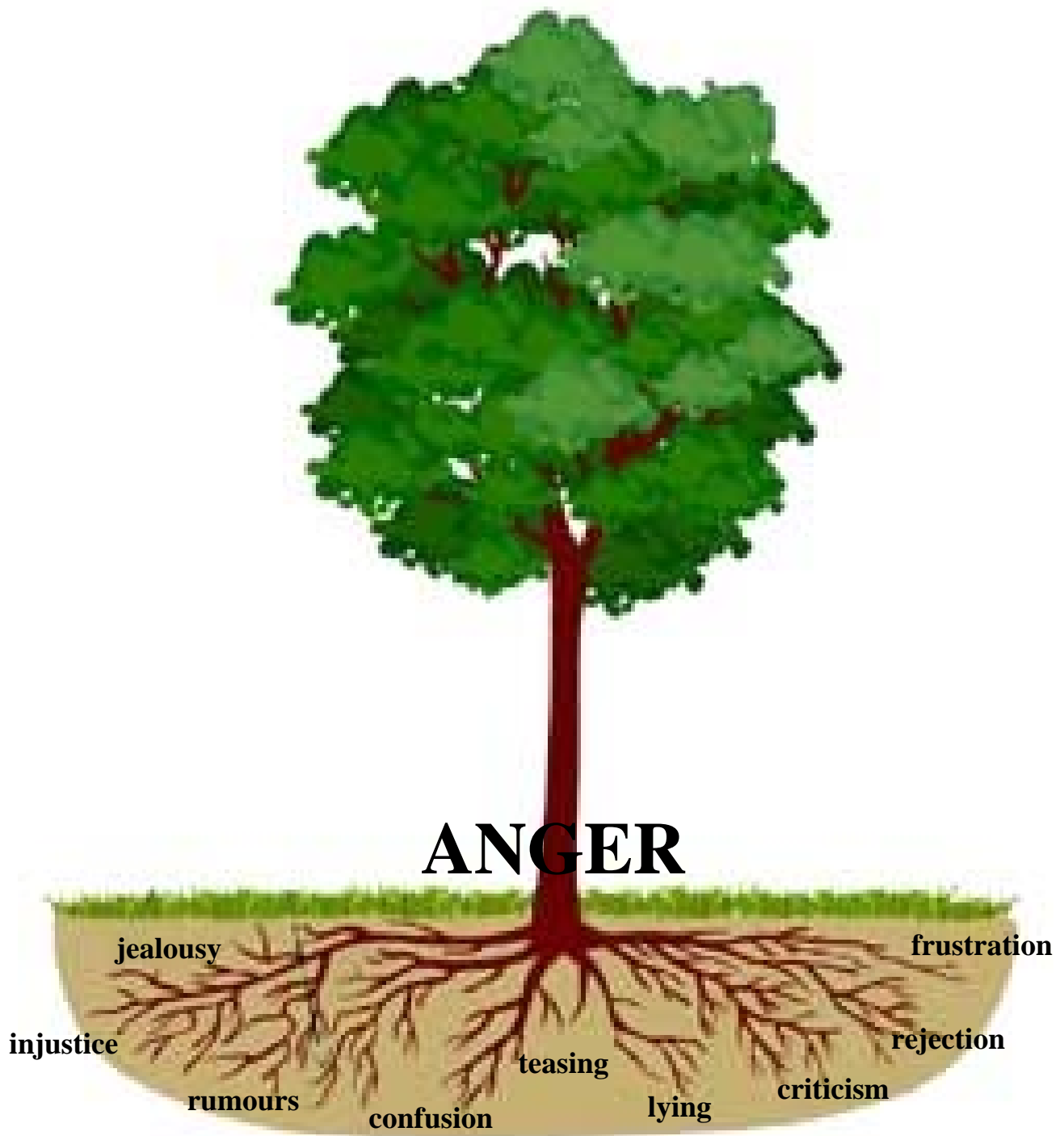
Adapted with permission
Domestic Violence Unit – Adelaide, South Australia

The Iceberg



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Cause and effects of ANGER



Cause and effects of ANGER





Find the following causes and effects of anger in the word puzzle:

JEALOUSY
RUMOURS
FRUSTRATION
TEASING
HARASSMENT
CONFUSION
LYING

INJUSTICE
CRITICISM
REJECTION
CONTRADICTION
GOSSIPING
BROKEN PROMISES
ANGER

WRATH
FURY
RAGE
TEMPER
RESENTMENT
REVENGE
IRE



Find the following causes and effects of anger in the word puzzle:

JEALOUSY
RUMOURS
FRUSTRATION
TEASING
HARASSMENT
CONFUSION
LYING

INJUSTICE
CRITICISM
REJECTION
CONTRADICTION
GOSSIPING
BROKEN PROMISES
ANGER

WRATH
FURY
RAGE
TEMPER
RESENTMENT
REVENGE
IRE



The Zone Framework

Rationale

The Zone Framework is a structured way of enabling students to develop self-management skills.

The focus is on skilling students to develop their own self-control mechanisms and to understand the language of feelings and emotions.

This is a cognitive restructuring program with the aim of replacing previous patterns of defiant and aggressive behaviour with a broader range of behaviours from which the student can choose.

We set out to show students what options they have and then to equip them with skills and strategies to use in a variety of situations.

The Framework

The Zones provide students with a framework that they can use to enhance their understanding of their emotions and feelings.

There are three colour-coded zones which each cover a range of feelings and are based on the colours of traffic lights:

The COMFORT zone	green	“go ahead, it’s okay”
The LEARNING zone	yellow	“take care, move with caution”
The DANGER zone	red	“danger, stop”

The colour coding gives students strong visual cues.

COMFORT ZONE

It's a great place to feel



especially when it's getting
bigger, wider and better

LEARNING ZONE

It's alright to feel.....



DANGER ZONE

It is difficult to enjoy and participate in
learning activities when you feel ...



It is important to recognise that The Zones are a highly personalised construct that depends on an individual's social, religious and cultural background and experiences.

Eg. gender, race, homelessness, socio-economic status, family dynamics

When teaching The Zones it is very important to acknowledge, value and accept the variety of perceptions that lead to the development of a personal perspective.

The examples used to illustrate each zone are NOT prescriptive and obviously will not apply to everyone. As an example, the act of walking into a classroom will place one individual in their COMFORT zone but for another person this may raise their feelings into their DANGER zone.

Comfort Zone – when we are feeling safe and not threatened.

This is given the colour GREEN.

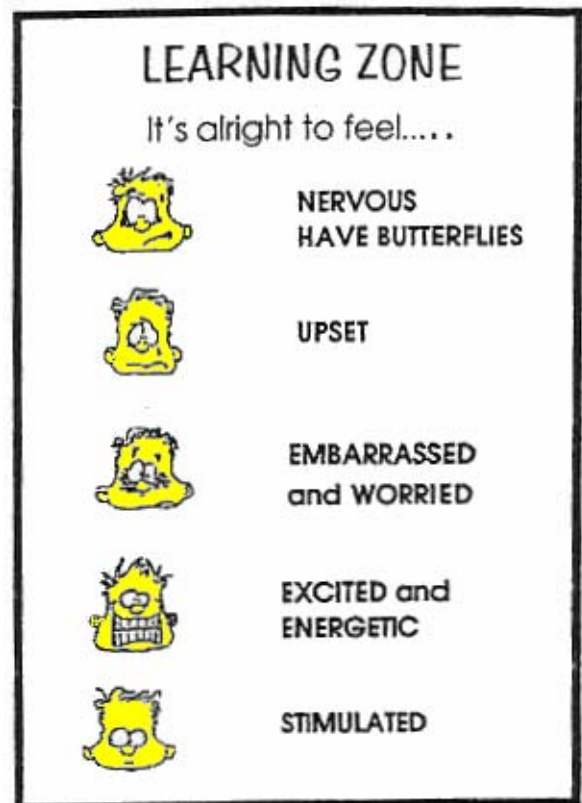
Examples: walking into the classroom, eating recess, colouring in a picture, sitting with friends at lunchtime, playing a simple and non-competitive game.



Learning Zone – when we are feeling unsure about the outcome of a situation.

This is given the colour YELLOW.

Examples: when we are about to have a test, new to a classroom, set timelines/deadlines, being teased, being kept in at break time, being left out of a game at recess or lunchtime, being ignored, experiencing failure, frustration due to competitiveness.

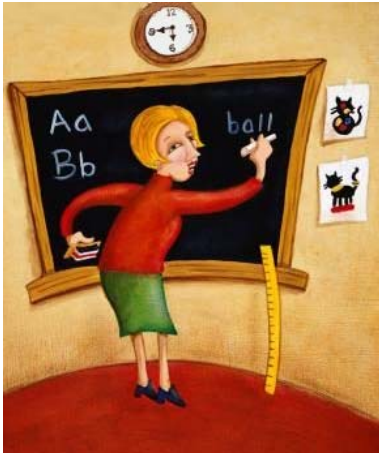


Danger Zone – when we are feeling strong emotions which are difficult to control.

This is given the colour RED.

Examples: being physically threatened, being harassed, parents separating, having to do work that is too hard, being falsely accused.



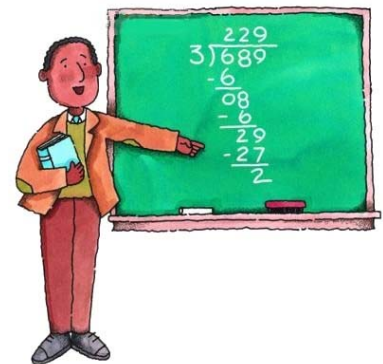


I am in my **COMFORT** zone at school when I am...

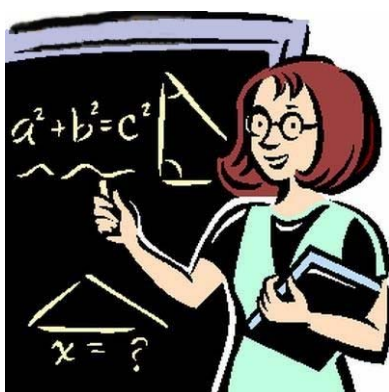
1. _____
2. _____
3. _____
4. _____
5. _____

I am in my **DANGER** zone at school when I am...

1. _____
2. _____
3. _____
4. _____
5. _____



I am in my **LEARNING** zone at school when I am...



1. _____
2. _____
3. _____
4. _____
5. _____

How are you feeling today?



EXHAUSTED



CONFUSED



ECSTATIC



GUILTY



SUSPICIOUS



ANGRY



HYSTERICAL



FRUSTRATED



SAD



CONFIDENT



EMBARRASSED



HAPPY



MISCHIEVIOUS



DISGUSTED



FRIGHTENED



ENRAGED



ASHAMED



CAUTIOUS



SMUG



DEPRESSED



OVERWHELMED



HOPEFUL



LONELY



LOVESTRUCK



JEALOUS



BORED



SURPRISED



ANXIOUS

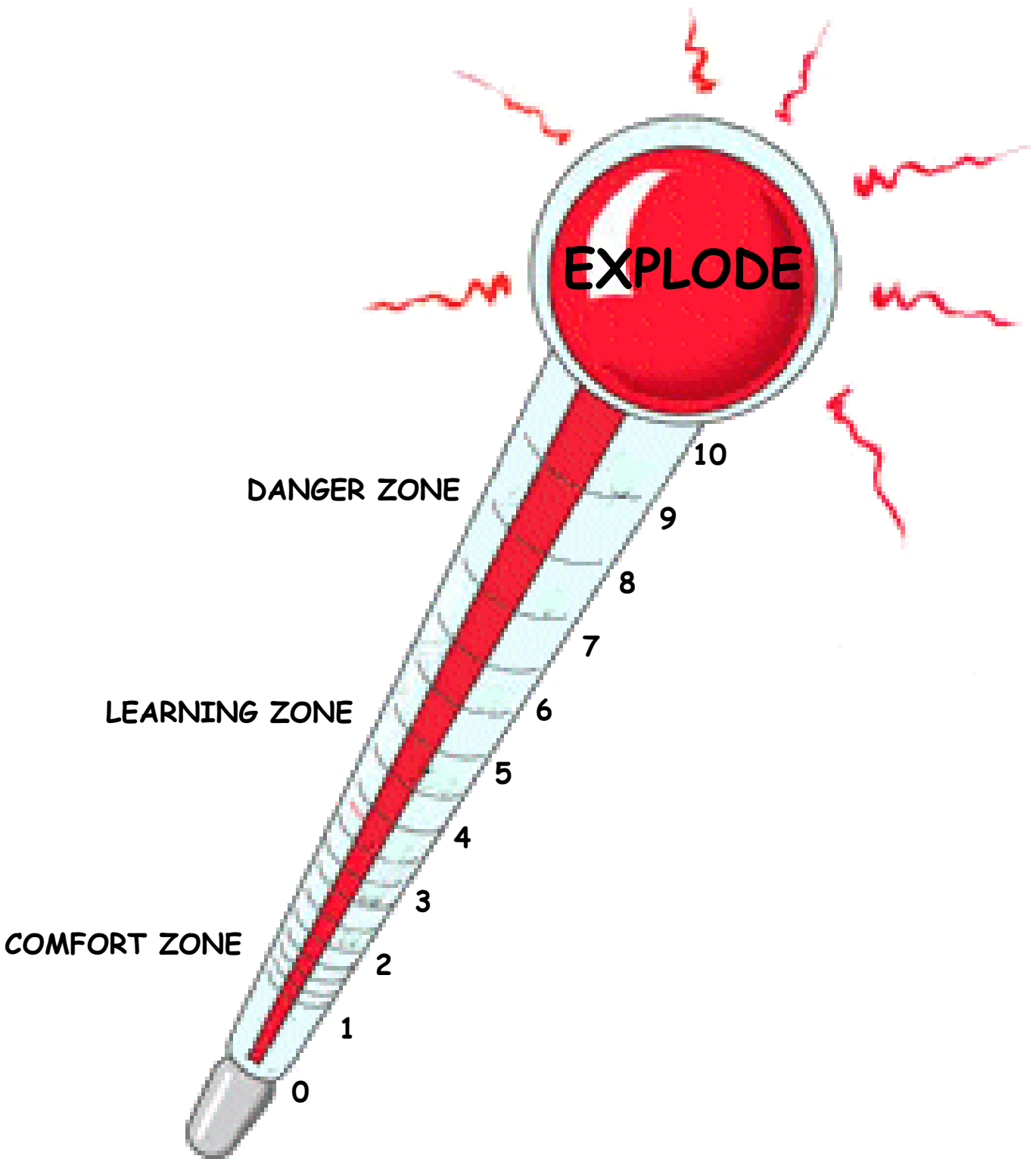


SHOCKED

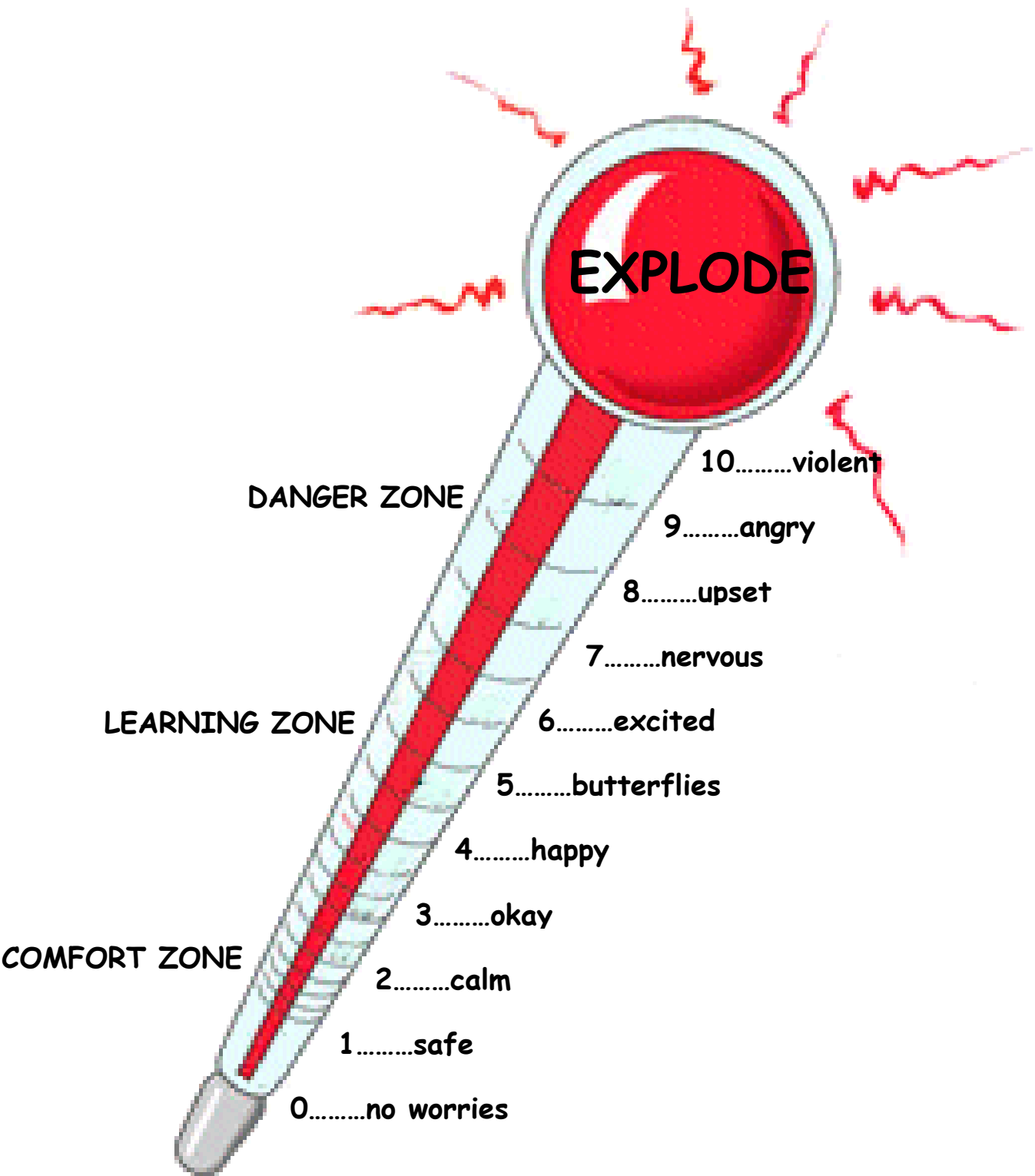


SHY

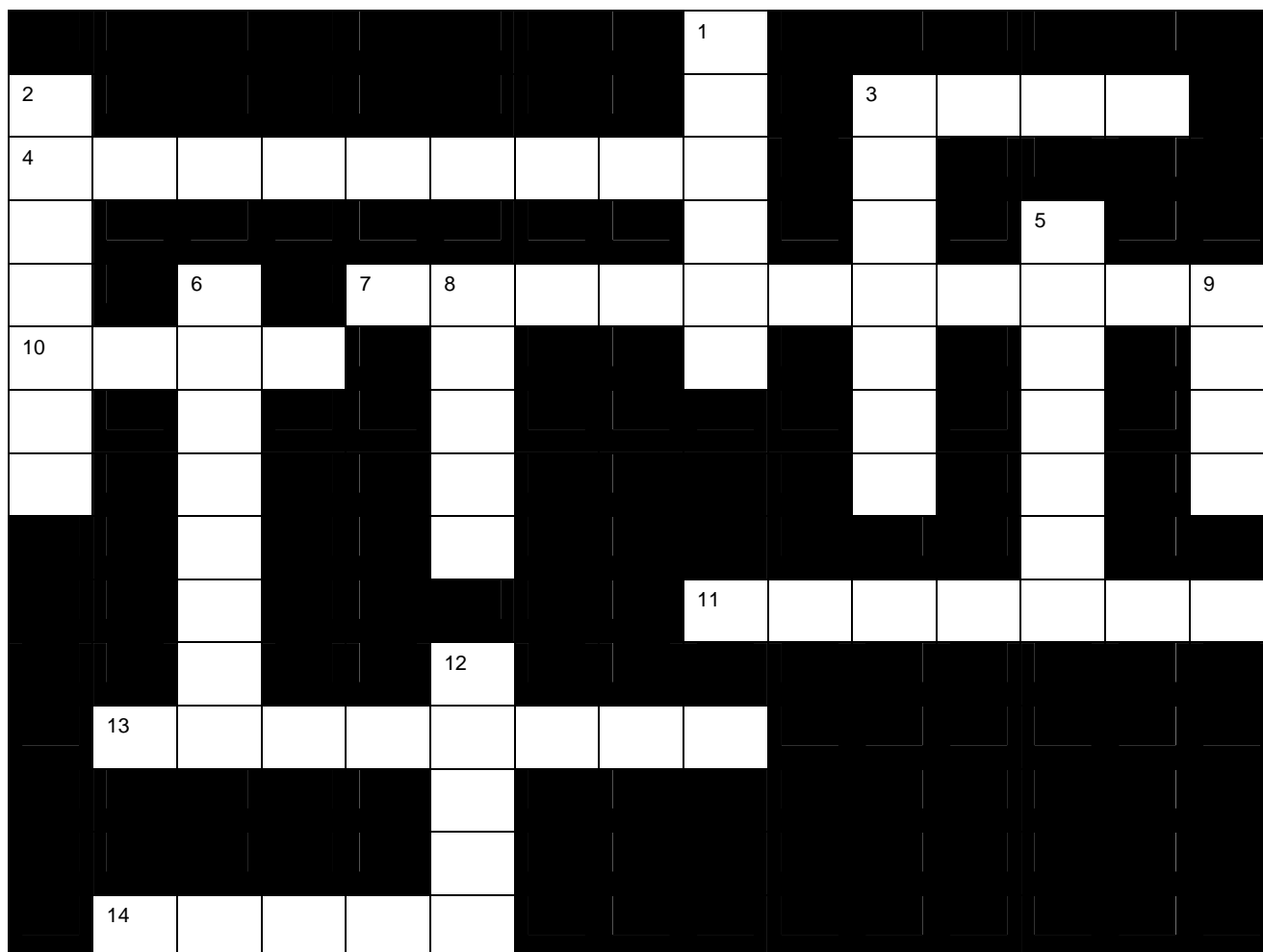
The Zones Thermometer



The Zones Thermometer



The Zones - Feelings



DOWN

- 1 Exposure to possible harm
- 2 Edgy, jumpy, tense, uneasy
- 3 A consoling in time of grief or pain
- 5 Accomplished by force; coercive, forcible
- 6 Free from care or worry
- 8 Overturned completely; inverted, upturned, upside-down
- 9 Affording protection
- 12 Mad, enraged, furious, seething.




ACROSS

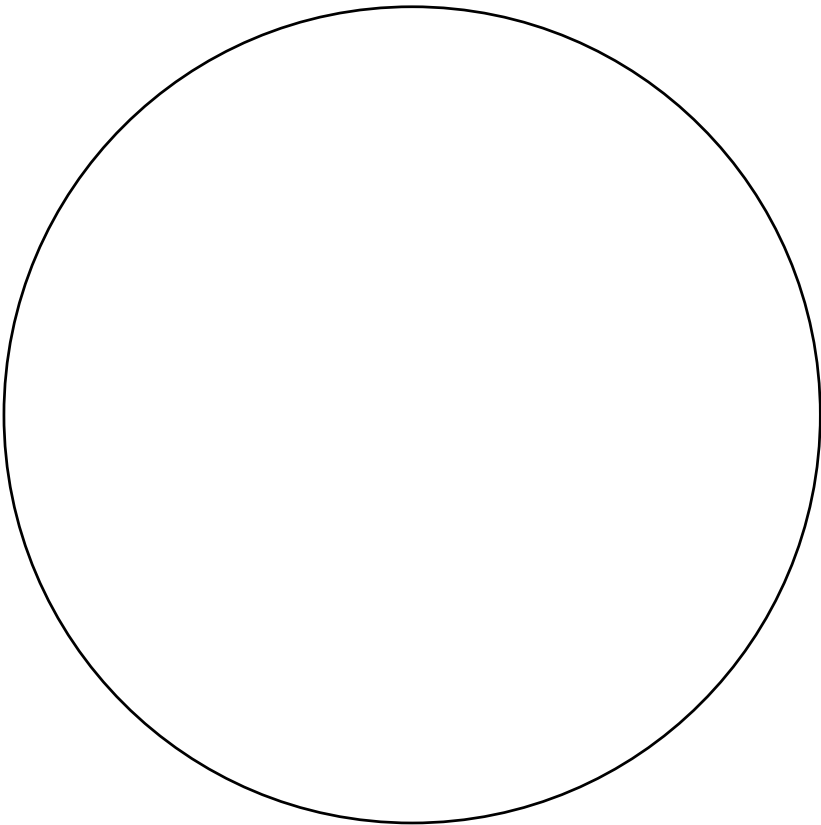
- 3 Another word for peaceful
- 4 Pop, bang, report
- 7 Often feel them in your stomach when nervous
- 10 Abbreviation OK
- 11 Fired up, thrilled, worked up
- 13 Known facts, ideas and skills that have been imparted
- 14 In good spirits, cheery, cheerful.

The Zones - Feelings

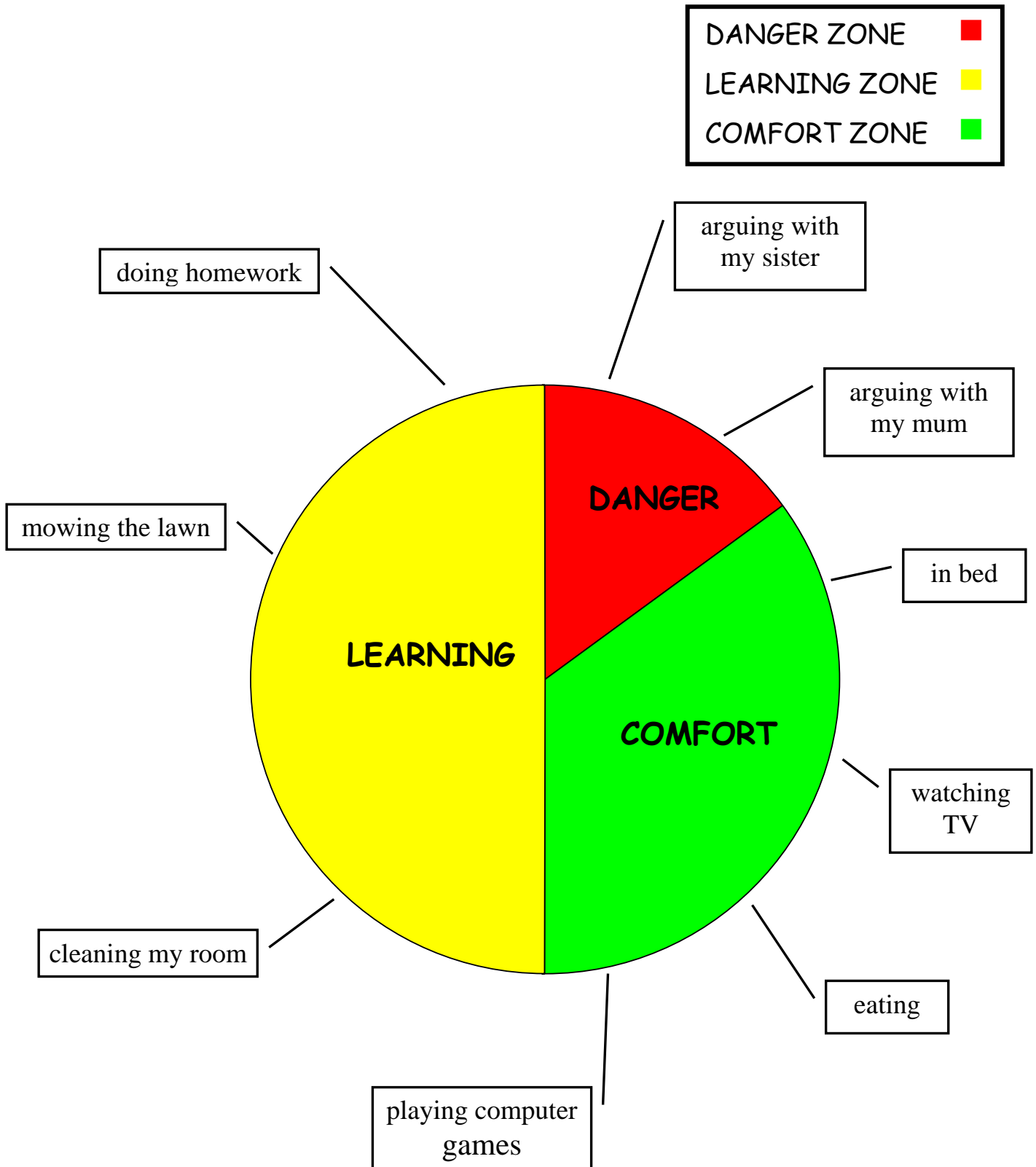
								D						
N								A		C	A	L	M	
E	X	P	L	O	S	I	O	N		O				
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V		C		B	U	T	T	E	R	F	L	I	E	S
O	K	A	Y		P			R		O		O		A
U		R			S					R		L		F
S		E			E					T		E		E
		F			T							N		
		R						E	X	C	I	T	E	D
		E			A									
	L	E	A	R	N	I	N	G						
					G									
					R									
	H	A	P	P	Y									

This circle shows how much of the week I spend in each of the zones when I am at HOME.

DANGER ZONE	
LEARNING ZONE	
COMFORT ZONE	

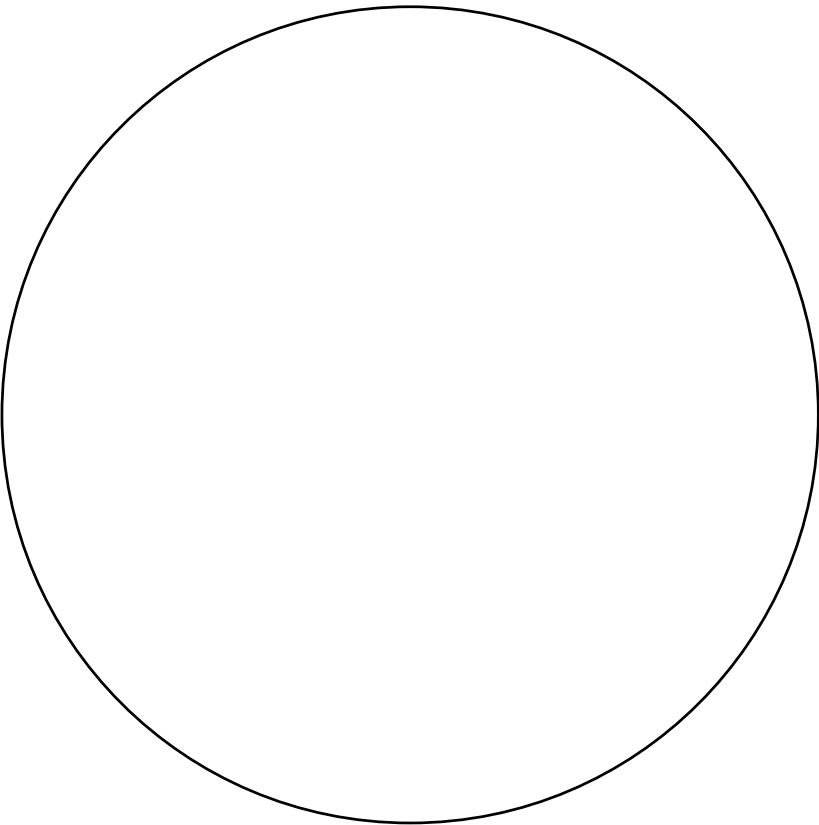


This circle shows how much of the week I spend in each of the zones when I am at HOME.

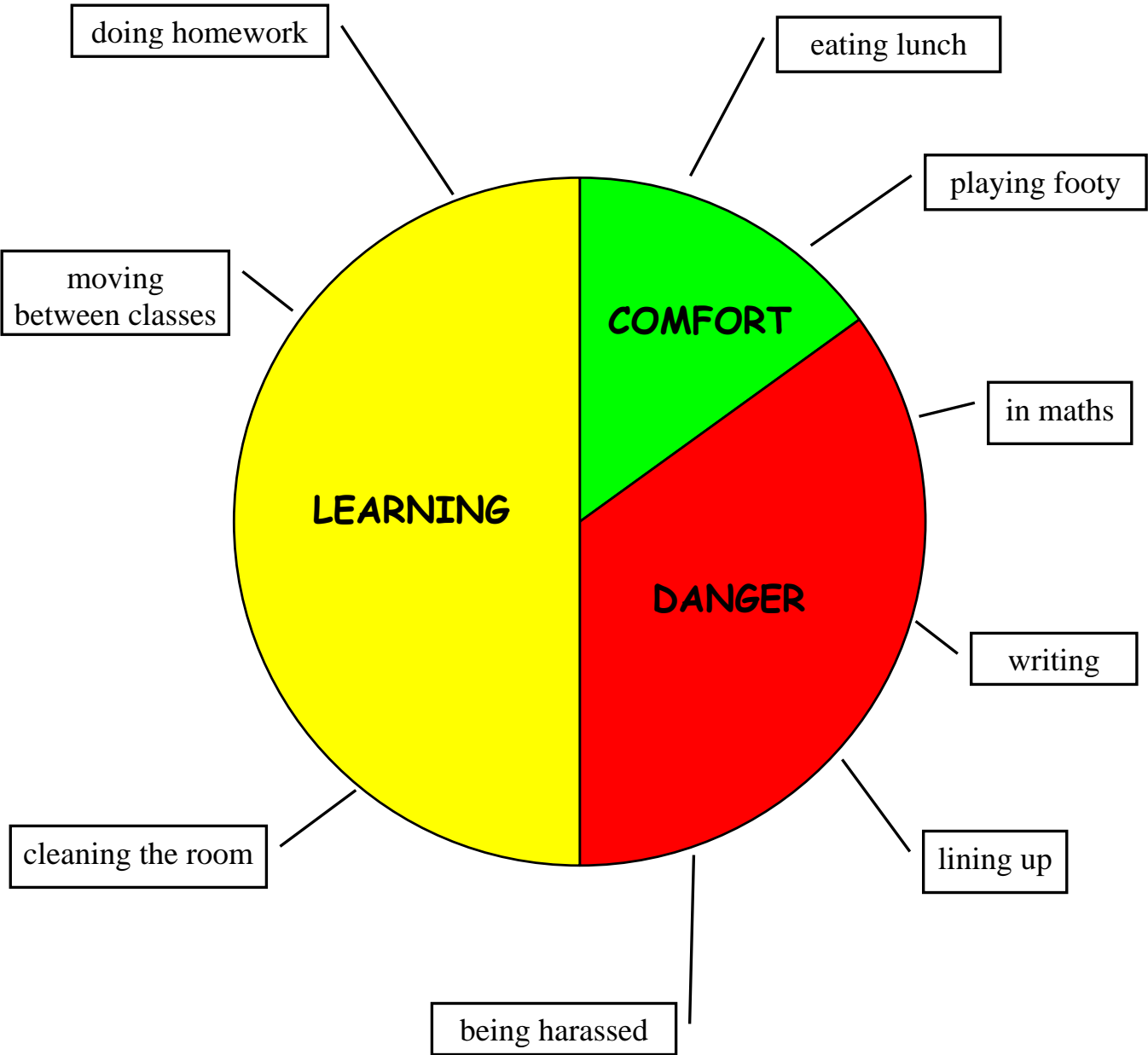
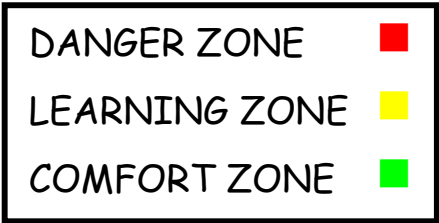


This circle shows how much of the week I spend in each of the zones when I am at SCHOOL.




DANGER ZONE	■
LEARNING ZONE	■
COMFORT ZONE	■

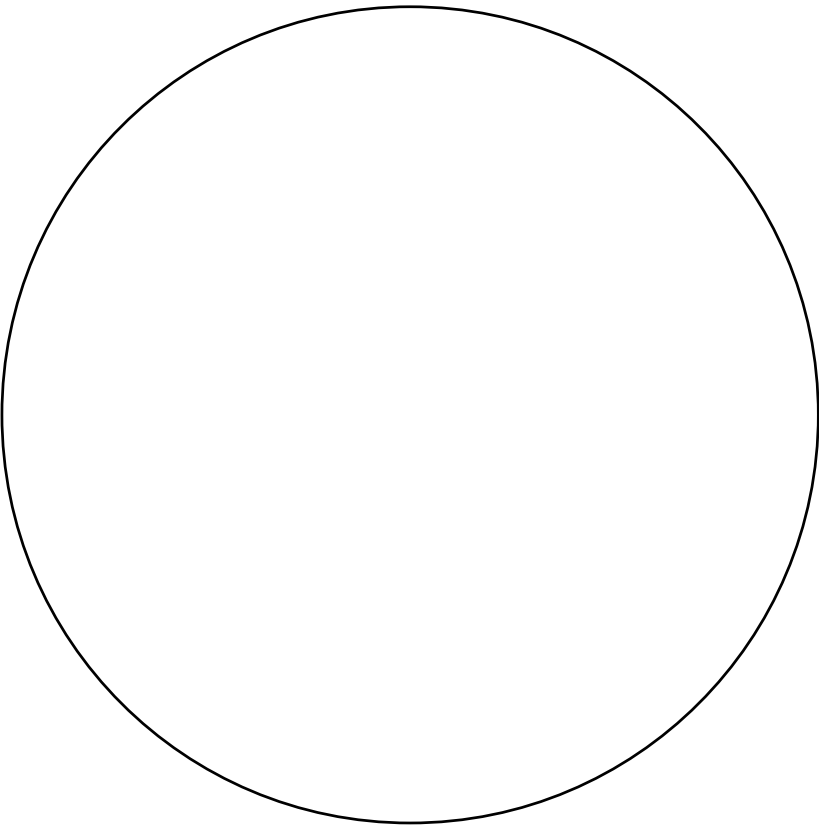


This circle shows how much of the week I spend in each of the zones when I am at SCHOOL.

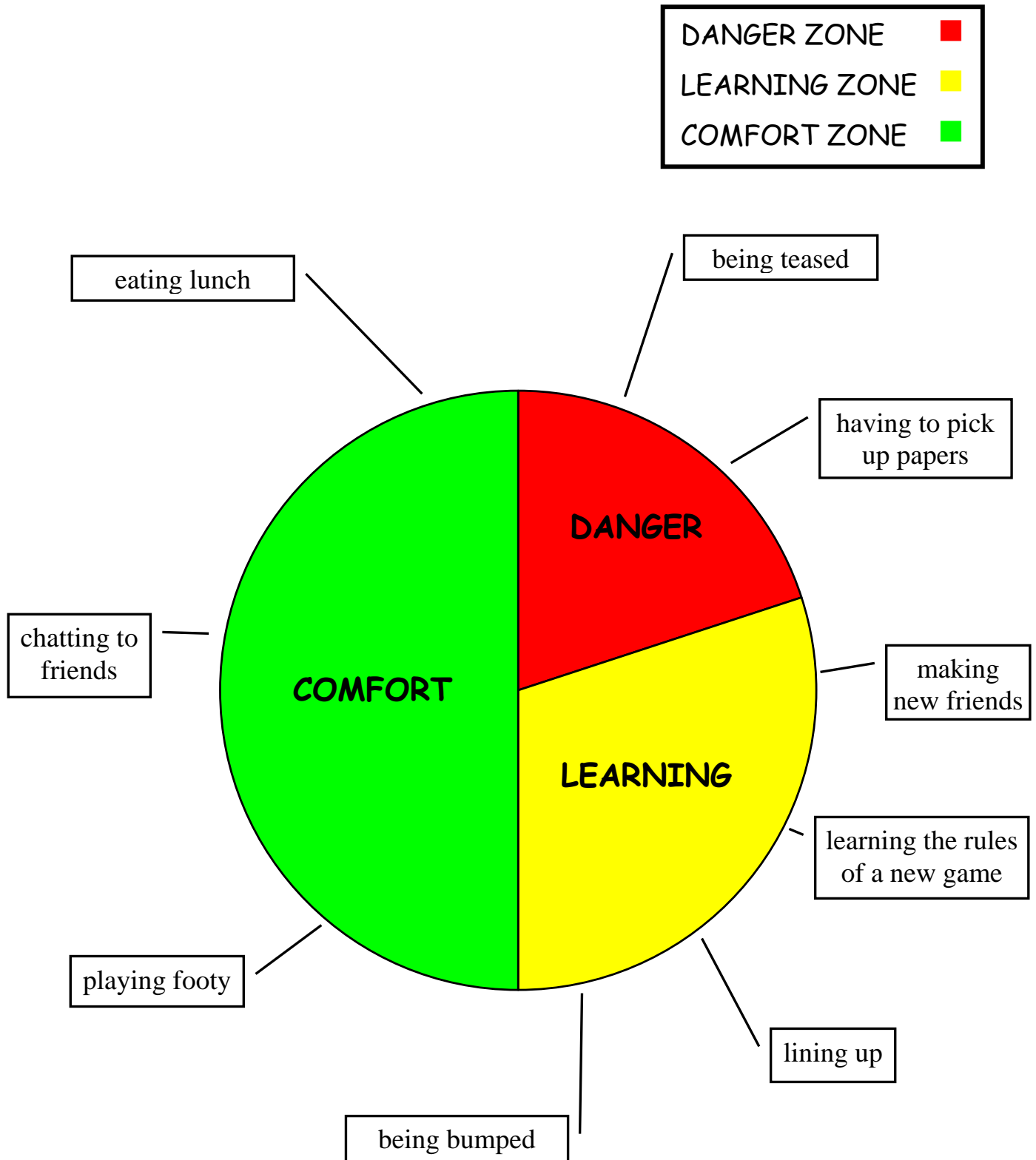


This circle shows how much of the week I spend in each of the zones when I am IN THE YARD AT SCHOOL.

DANGER ZONE	
LEARNING ZONE	
COMFORT ZONE	



This circle shows how much of the week I spend in each of the zones when I am IN THE YARD AT SCHOOL.



A suggested approach for teaching the zones

1. Help students to label and recognise the emotions they are experiencing. This can be done using both direct and indirect teaching methodologies.

Eg. Role play feeling frustrated in a drama lesson is a direct method.

Reflecting the feelings of a student is an indirect method, for example:

“Mary...I can see you are anxious about your Science test. How can I help?”

2. To develop a wider understanding of the vocabulary that we commonly use to describe a range of feelings and emotions. This may be achieved through lessons in any area of study but it is more effective if the vocabulary forms a part of the normal classroom discourse.

3. Introduce the concept of The Zones to the students. As a class categorise the feelings words into the Comfort, Learning and Danger Zones. Display these on colour-coded posters around the room using language that the students understand.

The labels used to categorise feelings within this article are only some of the possible words which children will come up with. You may choose as few or as many as you wish eg. a Reception class may only have 2 labels in their Comfort Zone – safe, happy.

4. Relate their own experiences to each of the zones within the framework. Students can talk about times that they were in each of the zones, what they were doing and how they felt. Links are made to current experiences in the classroom, at home and with their peers.
5. Use the Zones Thermometer as a means of ranking the feelings in each zone. This allows an individual to assign a number to how they are feeling in any particular situation.

Eg. “I can see you’re having trouble with that worksheet, Simon. Where are you on the thermometer?”

“I am at a 7.”

“How can I help you to move down to a 5?”

“Helping me with my work, please.”

6. Help students recognise that they move within a zone and also from one zone to another. For example, the infamous Maths test.

- ✱ The student has done lots of revision and is feeling confident.
Comfort zone (3/4)
- ✱ They get to Question 3 and can't do it.
Learning zone (7)
- ✱ The student works at Question 3 for 10 minutes becoming more and more frustrated.
Danger zone (9)
- ✱ They leave Question 3 and find they can do questions 4, 5 and 6.
Learning zone (6)
- ✱ The student has a sudden flash of inspiration and completes Question 3.
Comfort zone (3)
- ✱ Finishes the test early.
Comfort zone (1/2)

But if the situation is changed then this will affect which zone the student is in.

- ✱ The frustrated student begins to tap their pen and annoy others. The teacher intervenes. This causes the student to get very angry and explode.
Danger zone (10)

(n.b. This in no way excuses the behaviour itself. It merely gives a framework for placing the behaviour in context.)

7. When students have grasped The Zones it then becomes easier to target other social competencies such as strategies for cooling down or more appropriate ways of expressing anger.

This framework is an integral part of a social skills program and needs to be supported and supplemented by other programs such as 'Forcefields', 'Taming Anger' and 'Self talk'.

COMFORT ZONE

It's a great place to feel



SAFE



HAPPY



SECURE



TRUSTING

especially when it's getting bigger, wider and better.

LEARNING ZONE

It's alright to feel.....



**NERVOUS
HAVE BUTTERFLIES**



UPSET



**EMBARRASSED
and WORRIED**



**EXCITED and
ENERGETIC**



STIMULATED

DANGER ZONE

It is difficult to enjoy and participate in learning activities when you feel ...



ANGRY



AGGRESSIVE



DEFIANT



VIOLENT



MISERABLE



Personal Anger

This section allows students to build up a “picture” of their personal anger by exploring:

- * What happens to their body when they are angry?
- * Who is hurt by their anger?
- * Who can help them with their anger?
- * How they can cool down?
- * How they can control their anger?

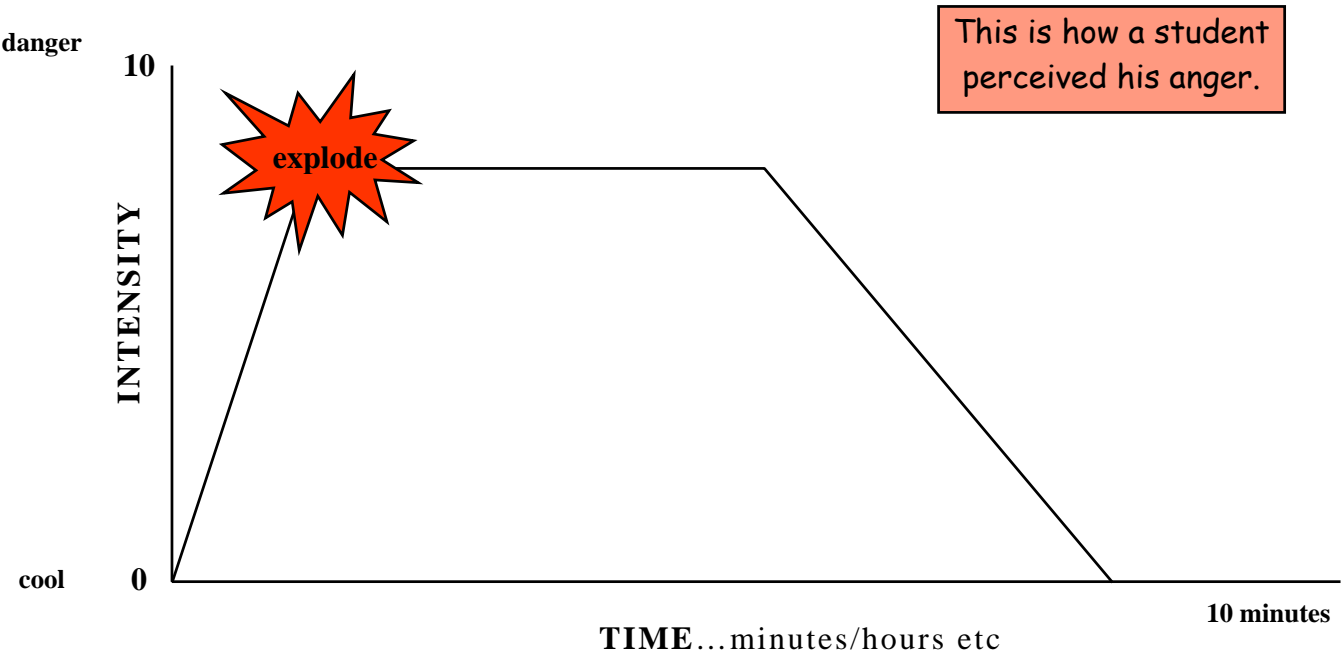
Personal Anger Graphs

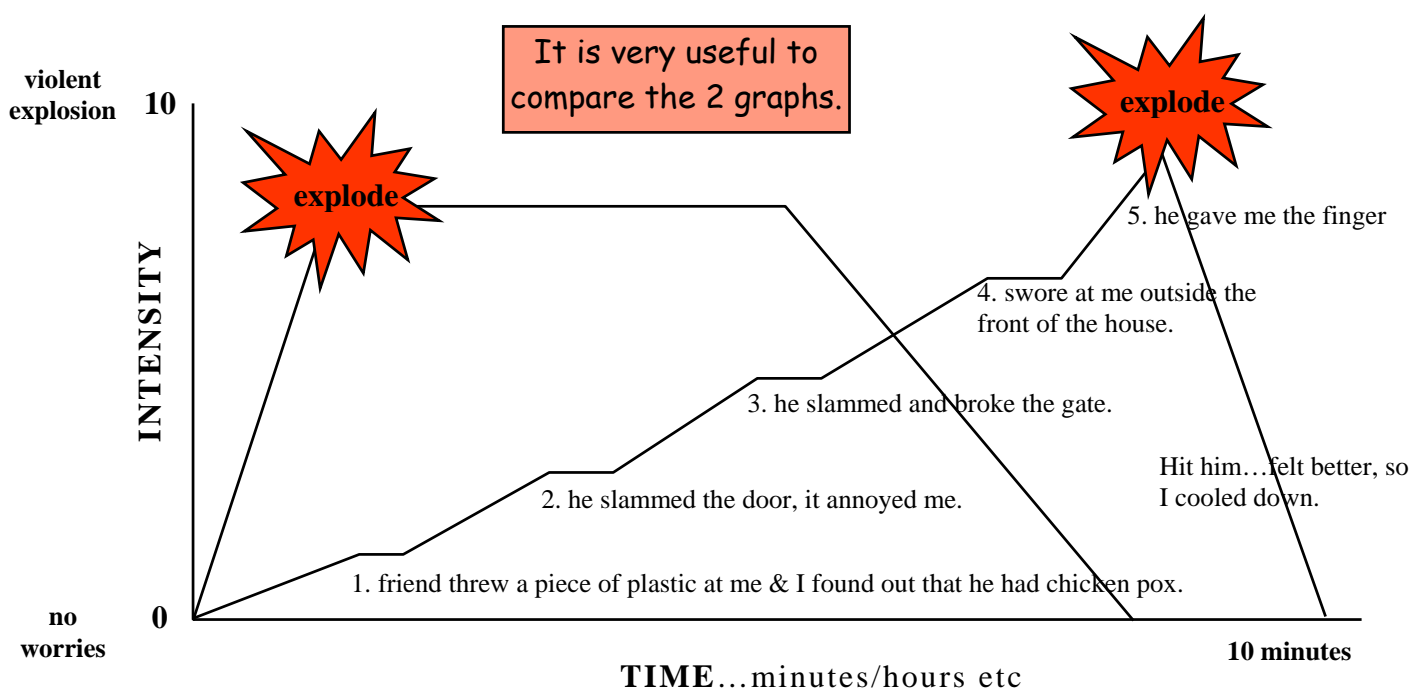
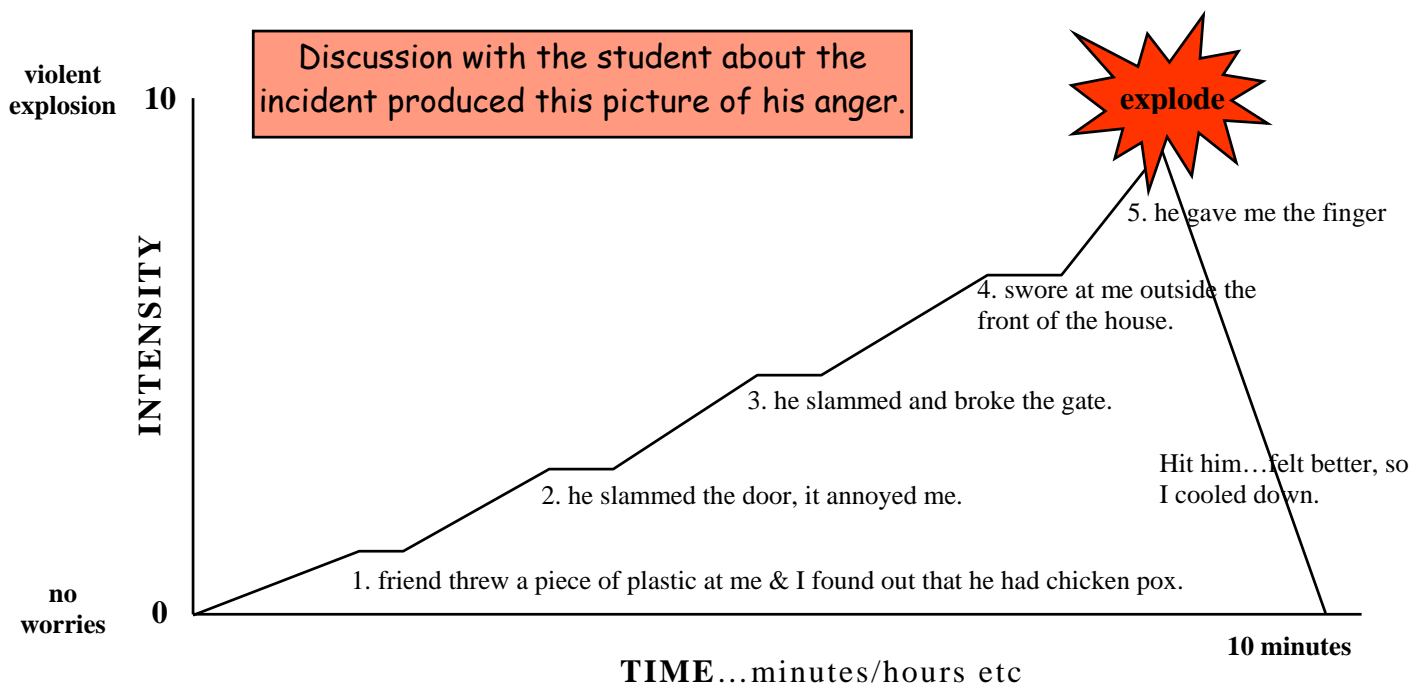
A powerful component of this section is the development of a graphical representation of their anger – a Personal Anger Graph. This is used to alter the individual’s perception of their anger such as:

- * I just explode!
- * I can’t control myself, I just lose it.

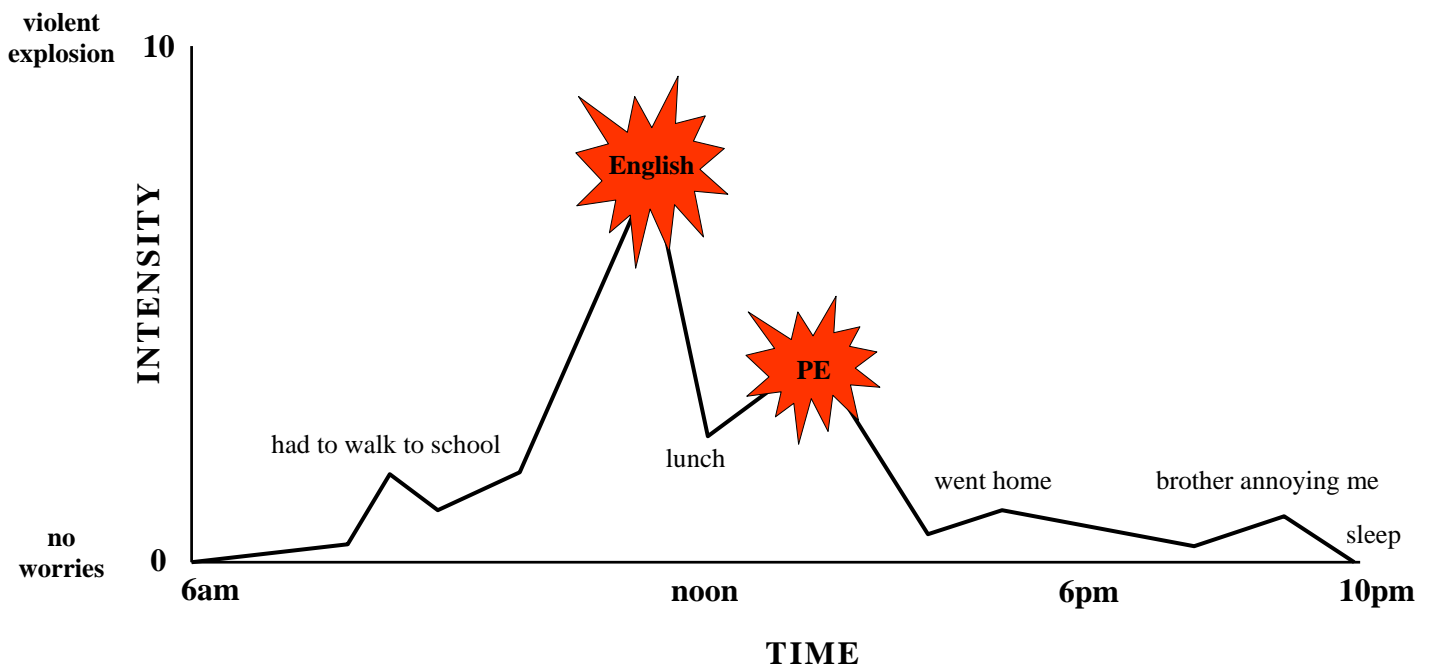
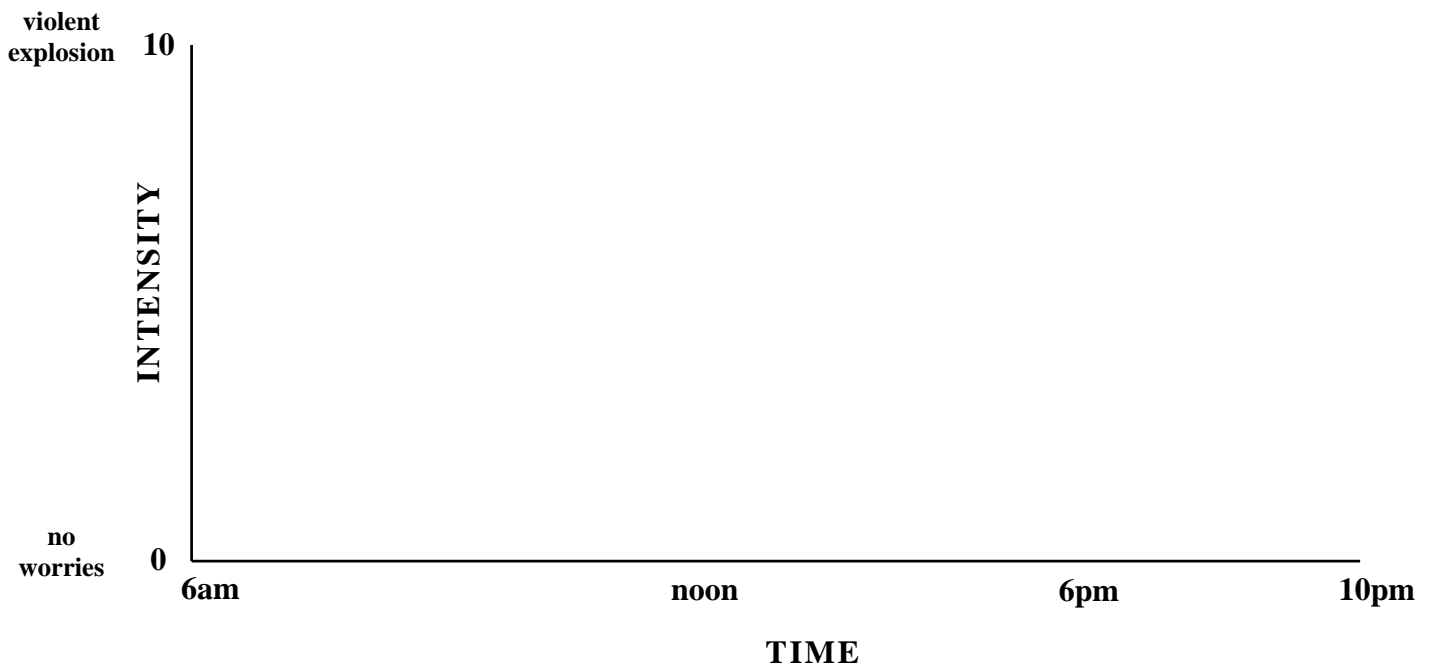
A student is asked to remember an incident when they were really angry and then plot the development of this anger on a graph. Once the graph is drawn the student is asked for a detailed explanation of the events leading up to the explosion. By plotting these precursors you can demonstrate that their anger slowly built and that there was a number of opportunities for them to take control.

Draw a graph that shows how you view your anger. Eg. Do you get angry quickly or slowly? Do you brood then explode? How long does it take you to cool down?





Draw a graph that shows where conflict often occurs during your day either at home or school. Show all details such as: where it occurred, what time, what caused it, how long it lasted, how long it took you to cool off and what helped you to cool off.



During discussion it was discovered that problems usually revolved around **taking risks, trying new things** – such as new maths, using computers for the first time etc. Strategies were then put in place to help in gaining confidence, thus decreasing the amount of time spent in the Danger Zone.

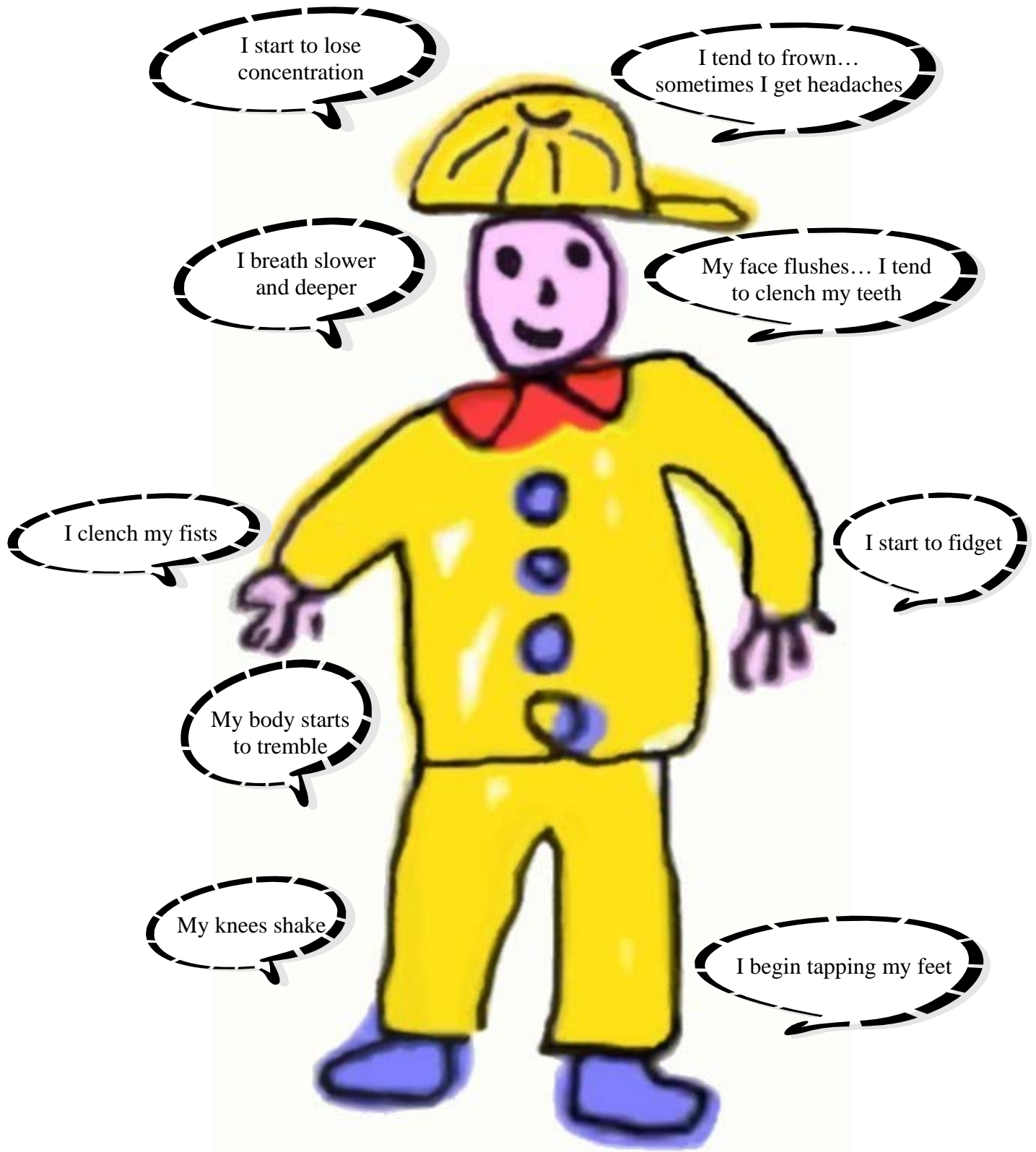
Body Language: My tell tale signs

“what happens to your body when you are feeling angry?”



Used with permission: Sue Saffery, author of 'STAY COOL' 1996

Body Language: My tell tale signs



Used with permission: Sue Saffery, author of 'STAY COOL' 1996

Body Language

If you suffer from anger you can stop before IT TAKES OVER if you understand what happens to your body

Anger just doesn't always come on you INSTANTLY it can build up SLOWLY UNTIL IT TAKES OVER

“what happens physiologically to your body when you are feeling angry?”



Used with permission: Sue Saffery, author of 'STAY COOL' 1996

Body Language

“what happens physiologically to your body when you are feeling angry?”

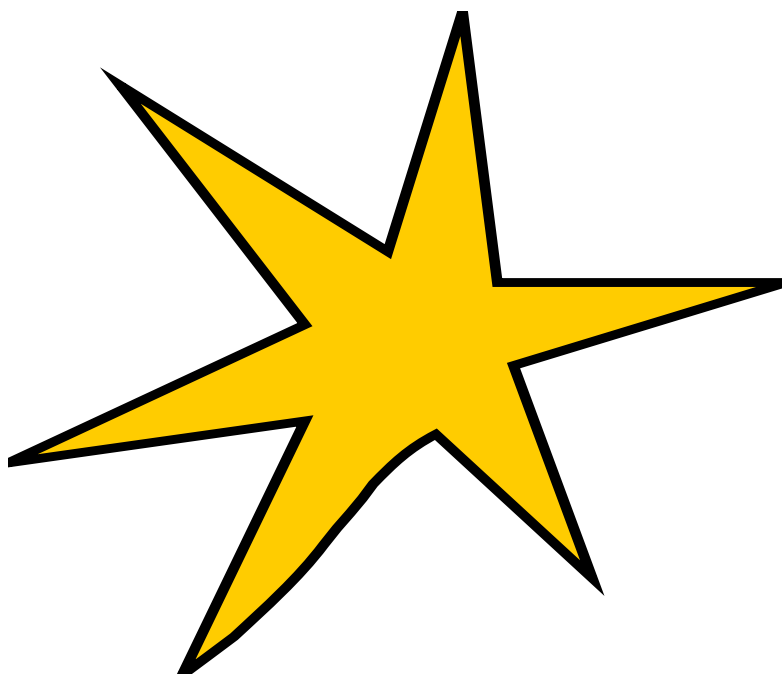


Used with permission: Sue Saffery, author of 'STAY COOL' 1996

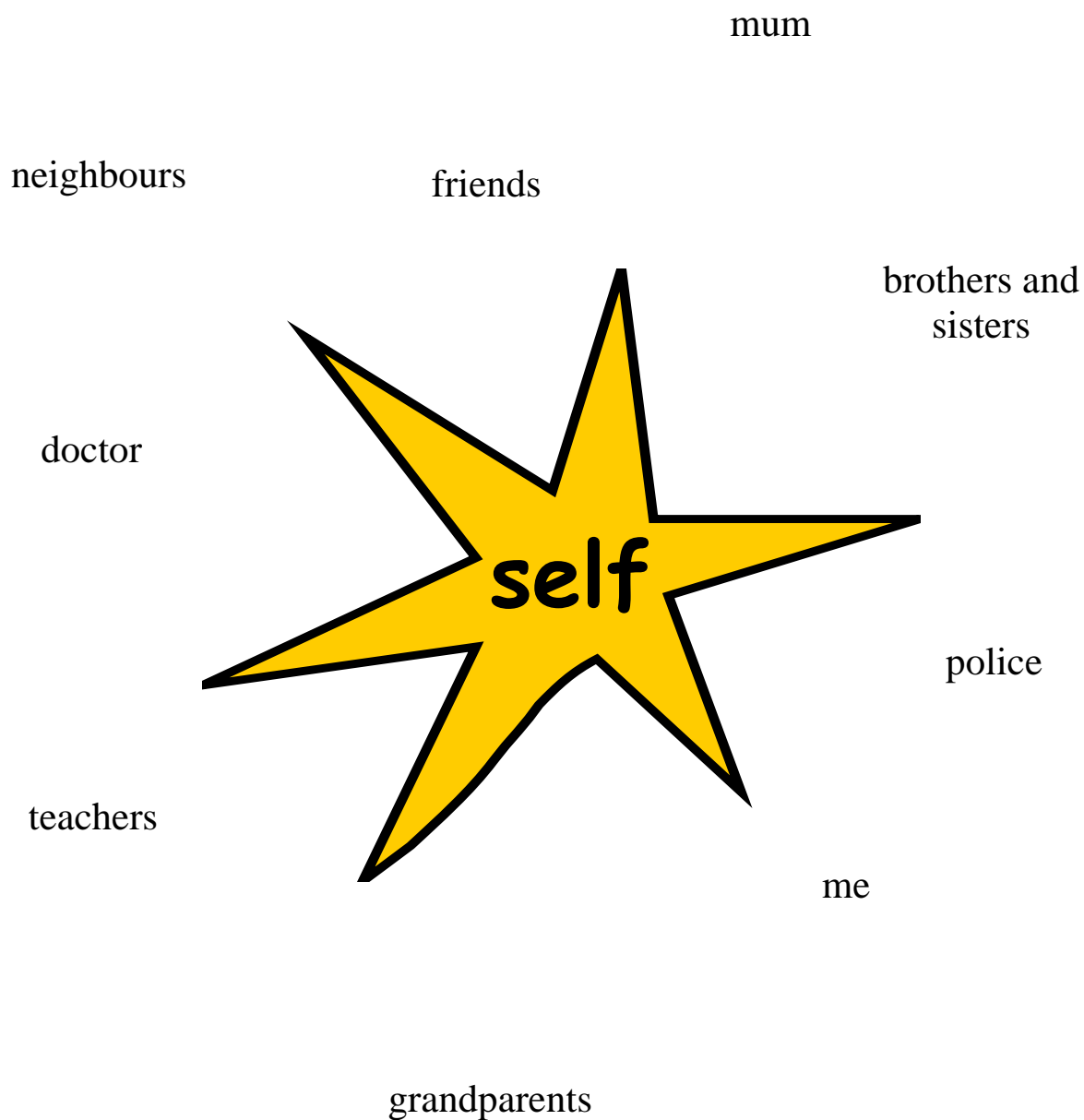
People affected by my anger

When a person gets angry it is not only the individual that is affected.

Write your name in the shape and then write the names of the people who are affected by your anger around the shape.



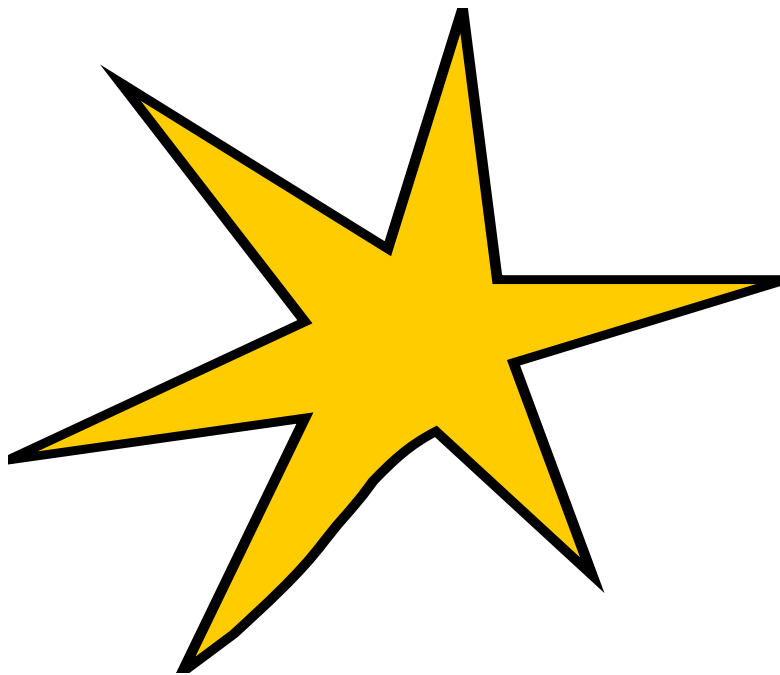
People affected by my anger



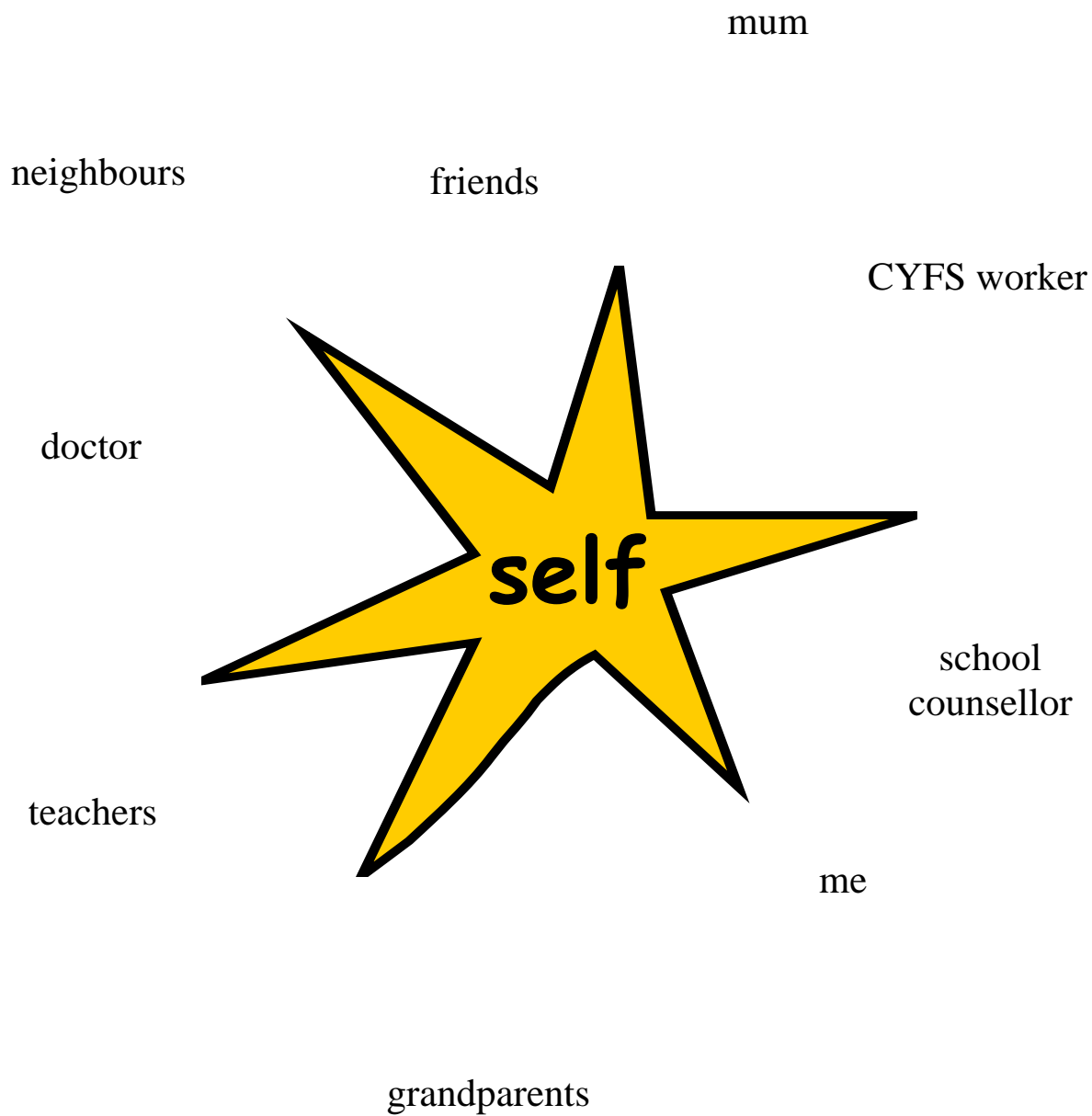
People who can help me with my anger

When a person gets angry it is often difficult for them to deal with their anger by themselves. Most people need help from other people to deal with their anger.

Write your name in the shape and then write the names of the people who can help you deal with your anger around the shape.



People who can help me with my anger



Keeping My Cool

The worst time to deal with anger is when you are still hot and bothered.
What you need are some useful ways of cooling down?

What are some of the ways that you cool down?

Ask other people how they cool down?

Now write all of the ideas and suggestions on the ice cubes below.



Keeping My Cool





More Resources for Teachers

As teachers we consciously and unconsciously use many effective strategies when dealing with angry students. Sometimes what we do fosters cooperation and harmony and at other times our actions provoke reactions quite contrary to what we intend. We all have our own teaching and interaction styles.

This section gives information about:

- * teacher style
- * the levels of response to behaviour
- * the use of assertive scripting
- * useful strategies for the management of angry students
- * the characteristics of a success orientated teaching environment
- * Student Development Plans



Teacher Style

There are many factors that can affect the classroom environment and student learning. One of the most important factors is the style of management used by the teacher.

One way of analysing a teacher's management style is according to how assertive, aggressive or passive that teacher tends to be. No individual relies on only one management style, but it in reality an amalgam of all three styles with one more dominant.

The **Aggressive Teaching** style tends to place a very high priority on the teacher's rights and needs without regard to those of the students.

In this situation students may become passively or actively uncooperative or alternatively may become dependent upon strict external control (a daunting discovery for any relieving teacher).



An aggressive teaching style does not provide a classroom environment which fosters an enthusiasm for learning or a sense of social responsibility.

The **Passive Teaching** style over emphasises students' rights and needs to the detriment of the teacher's.



The passive teacher can become locked in a cycle where the students are in control of the classroom, where student behaviour and learning are increasingly unsatisfying and where the teacher's capacity to regain control is more and more difficult.

The **Assertive Teaching** style maintains a balance between respecting the students' and the teacher's rights and needs.

Limits are set, structures are provided, teaching and management strategies are adopted which protect and promote the welfare of all class members.



An ASSERTIVE TEACHER:

- ✱ Treats others with respect.
- ✱ Has body language that is steady, calm and controlled.
- ✱ Has a facial expression that is calm and confident.
- ✱ Respects their students' personal space.
- ✱ Uses gestures that are steady, controlled, consistent and performed below the student's chest level.
- ✱ Has a voice that is calm, steady and of consistent pitch.
- ✱ Gives clear and concise instructions.
- ✱ Clarifies and checks that students understand.
- ✱ Has rehearsed and consistently uses a variety of management strategies.
- ✱ Uses a variety of positive reinforcement strategies.



Levels of Response

↑	School System	P
	Class System	O
	Rule Reminder	S
	Instruction	I
	Cracked Record	T
	What Question	I
	Redirection	V
	Reflection	E
	Partial Agreement	R
	Distraction	E
	Gestures/ Prompts/ Cues	I
	Looking On	N
	Ignoring	F
		O
		R
		C
		E
		M
		E
		N
		T

Antecedents

Within schools there is a huge range of responses that can be utilised to intervene when students present challenging behaviours. Choosing the response that best suits the level of behaviour is paramount. This means responding at the lowest level of intervention required for the student to stop or modify the behaviour.

Don't major on minors

Four factors impact on the level of response to a student's specific behavioural choice. These are:

- ✱ The **frequency** of the behaviour
 - How often does the behaviour occur: per lesson/ day/ week?
- ✱ The **intensity** of the behaviour
 - How strong is the behaviour in the immediate emotional moment?
- ✱ The **generality** of the behaviour
 - Does the behaviour occur in other settings/lessons?
- ✱ The **durability** of the behaviour
 - How long has the behaviour been occurring: weeks/ days/ months/ years? How resistant is the behaviour to change?

Antecedents

Antecedents are those factors that influence behaviour. By controlling these factors appropriate behaviours are promoted and the opportunities for inappropriate behaviours are minimised. Some important classroom antecedents are:

- ✱ The Physical Environment
 - The seating arrangement
 - The placement of students
 - Room decoration and display
 - Room layout and organisation

- ✱ Classroom Routines
 - Entering and leaving the classroom
 - Beginning and ending the day
 - Changing lessons
 - Gaining the teacher's attention

Levels of Response

This section outlines some of the responses that may be used.

- ✱ Assertive Teacher Behaviour
- ✱ The Learning Programme
- ✱ Classroom Rules
 - Maintain balance between individual rights and social responsibilities
 - Described in behavioural terms
 - Negotiated with class
 - Publicly displayed

Ignoring

Useful for low intensity and low frequency misbehaviours

Eg. A student gets out of their seat without permission. They return quickly and start work. This can be ignored.

If a student gets out of their seat with increasing frequency then another level of response is necessary.

Looking on

Making eye contact with the student is often enough to change/stop the inappropriate behaviour.

Gestures/ Prompts/ Cues

The teacher may choose to give cues (previously taught) from a classroom position eg. in front of class or particular spot in room.

Cues must be consistent, explicit and pre-taught for maximum success.

Eg. Student swinging on their chair.

Gesture – downward wave with hand

Verbal prompt – “6 on the floor in this classroom”

Distraction

Giving a student a task to do that removes them from the situation where the inappropriate behaviour is occurring.

“Chantal...bring me that book, please.”

“Frank...go to the front office and get the roll book, please”

Partial Agreement

Acknowledge the student’s feelings or opinions.

Student: “This is boring.”

Teacher: “Leith...It may be boring...You need to finish off Q3 & 4.”

Reflection

Simply state what you see the student doing.

“Sam...you’re tapping your pen.”

“Elaine...you’re out of your seat.”

“John...you’re out of bounds.”

Redirection

Simply state what you want the student to be doing.

“Margaret...you need to start working.”

“Terry...you need to pick up that paper.”

“Phong...you need to return to your seat.”

Reflecting and redirection can be combined

“Sam...you are out of your seat...you need to return there now.”

What Question

The What Question focuses the student's attention on their behaviour and/or re-focuses on the expected behaviour.

"Adam...what are you doing?"

"Marie...what is the rule about work in here?"

"Wazim...what was the instruction you were given?"

"Hung...what should you be doing?"

Cracked Record

Repeating a statement to assist the student to choose the desired behaviour.

"Tanya...you need to be sitting down."

"But I'm just..."

"Tanya...you need to be sitting down." etc

A useful adjunct to the cracked record is a technique called **Blocking**. This is most effective when a student attempts to engage a teacher in an unwanted verbal interchange.

The teacher says: "Jodie...you need to stop."

whilst using their hand as a stop signal directed at the child's chest.

If the student does not respond with the desired behaviour after 3 times, you may need to move to a higher level of intervention.

Instruction

A response that is more formal than a redirection.

"Charlie...your instruction is to return to your seat."

"Jodie...your instruction is to complete Q5."

A very useful strategy to use in conjunction with the instruction is **Take-up Time**.

"Charlie...I have given you an instruction. You need to return to your seat within 30 seconds or you will be choosing your next step."

Having delivered this statement turn and walk away, this shows you are expecting compliance and conveys to the student that you have shifted the onus of responsibility for their behaviour onto them. When the student complies with the instruction, quietly and appropriately reinforce. Ensure that you allowed the specified time before you intervene as the bush lawyers will have a field day.

Rule Reminder

Use a statement that reminds the child about the class rule that their behaviour is contravening.

“Dennis...do you remember the rule about respect in our classroom?”

“Rachel...only one person speaks at a time during class meeting.”

Class System

It is important that in the classroom there is a clear set of negotiated rules and consequences. Many classrooms have time-out/sit-out as a consequence and this may be used for persistent rule breaking or more serious behaviour. Sit-out should be viewed as an effective intervention to modify and shape behaviour, not as a punishment.

“Tony...you have chosen to break our rule of respect. You need to move to the time-out area. Go now please.”

The consequences for breaking rules should also be clearly and publicly displayed. The use of a consequence board enables students to monitor their behaviour.

The consequence board needs to be cleared at regular intervals as it is only a means to shape student behaviour by way of positive intervention and is not meant to be punitive. In this way the relationship between the student/peers/teacher has an opportunity to repair and rebuild.

School System

Under DECS guidelines, all school have a School Discipline Policy to deal with severe irresponsible behaviour or repeated low level behaviours. This provides teachers with a framework to access school leadership when behaviour moves beyond classroom management.

Positive Reinforcement

An integral part of any planned classroom response to low level behaviour is an effective positive reinforcement strategy. The reinforcement may target individual students, a group of students and/or the whole class and is a powerful means of shaping classroom behaviour.

An extensive discussion of the theory and practice of positive reinforcement can be found in the DECS publication ***Effective Classroom Management***.



Strategies and Practices

There are many ways to manage anger. Some strategies we use are more appropriate than others.

Write down the strategies that you use to manage your anger.

Appropriate:

- * _____
- * _____
- * _____
- * _____
- * _____
- * _____
- * _____

Inappropriate:

- * _____
- * _____
- * _____
- * _____
- * _____
- * _____
- * _____

Appropriate:

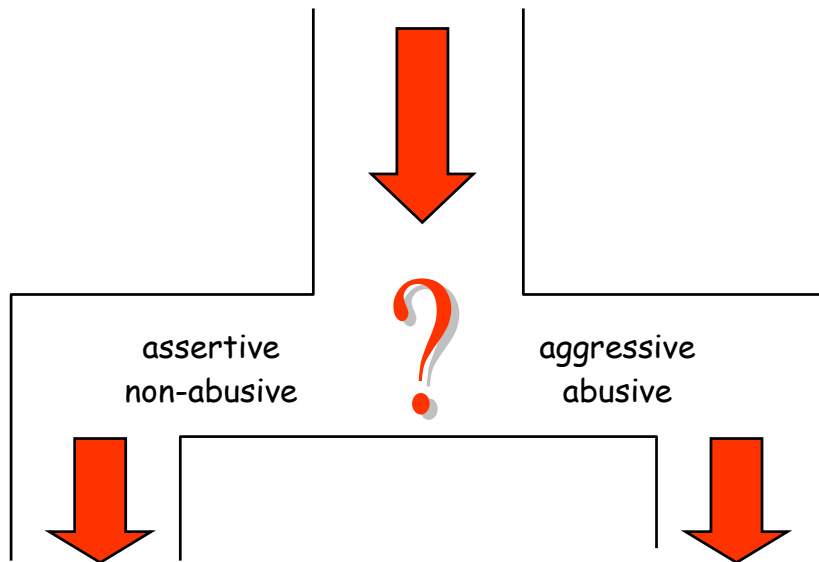
- * Talk about the problem
- * Walk away to allow you to cool down
- * Cry to release tension
- * Try to understand them
- * Take the dog for a walk
- * Write in your diary
- * Make a joke about it
- * Listen to music
- * Do some exercise
- * Play a musical instrument
- * Write a letter
- * Ring up a friend

Inappropriate:

- * Get a gang involved
- * Call the person you are angry with names
- * Hit the person you are angry with
- * Hit someone else
- * Stay in your room
- * Damage property
- * Throw a tantrum
- * Threaten or harass the person you are angry with
- * Run away
- * Spread rumours

Anger pathway

Which way will you choose?



Why have you chosen this path?

- * _____
- * _____
- * _____
- * _____
- * _____
- * _____
- * _____
- * _____
- * _____
- * _____



BENEFITS	COSTS

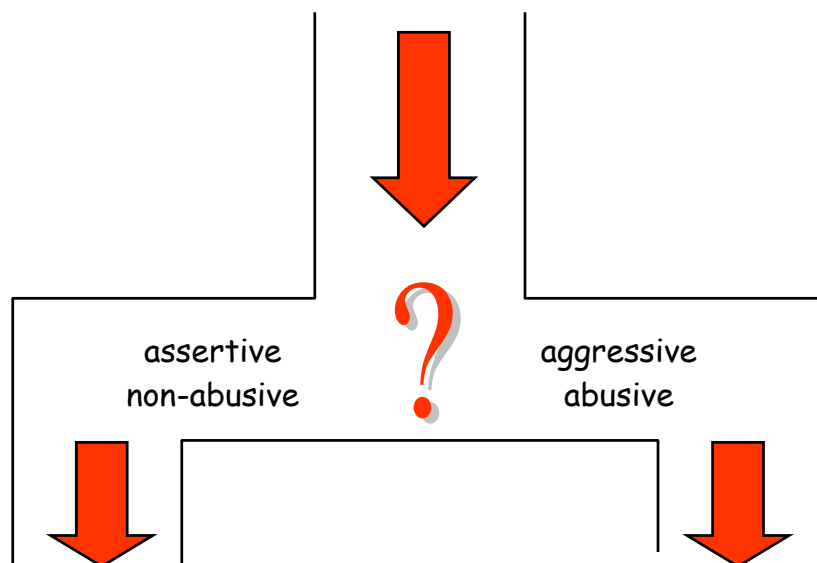
Why have you chosen this path?

- * _____
- * _____
- * _____
- * _____
- * _____
- * _____
- * _____
- * _____
- * _____
- * _____



BENEFITS	COSTS

Anger pathway



Why have you chosen this path?

- * I want to change
- * I want to finish school
- * It was what was expected by parents
- * I want a good job
- * My parents guided and helped me
- * Dad's job was ex...I wanted to fly too
- * Always frightened of the consequences of bad behaviour
- * Parents were strict
- * I want to be able to enjoy things, holidays, car, house.



BENEFITS	COSTS
<ul style="list-style-type: none"> • People will like me • I'll be trusted • The tension will not be high • I'll like myself • More fun with others • I can reclaim my self respect • Better relationships • Friends won't be scared of me • I will be happier • Good job 	<ul style="list-style-type: none"> • I'll have to work harder to maintain relationships • I will have to keep trying • I won't always win • I may be less powerful

Why have you chosen this path?

- * It is the only way I know
- * That is how mum and dad deal with anger
- * It gets me what I want
- * It makes me feel tough, people listen to me
- * It's normal, there is nothing wrong with it
- * It helps me keep in control
- * It is cool
- * I like the attention
- * It is fun



BENEFITS	COSTS
<ul style="list-style-type: none"> • I have power and control • I win • I can blame others • I don't have to face my own fears 	<ul style="list-style-type: none"> • People are afraid of me • I have no friends • People avoid me • I don't like myself • I feel guilty much of the time • I'm not respected • My family disown me • Physical harm • Loneliness • Sickness • Little schooling • Prison

Other Management Strategies

- ✱ Debrief with other teachers as often as possible.
- ✱ Maintain a positive outlook.
- ✱ If you are going to react make sure it is an appropriate reaction and that the behaviour warrants a reaction.
- ✱ Treat students with respect.
- ✱ Encourage students to make eye contact when giving or receiving instructions.
- ✱ Tone of voice – the angrier the student, the calmer and more assertive the teacher must be.
- ✱ Avoid embarrassing a student in front of their peers when offering help or dealing with anger.
- ✱ Encourage students to ask for help early.
- ✱ Identify a peer to act as a positive example.
- ✱ Maintain consistency in daily routine.
- ✱ Be mobile within the classroom.
- ✱ Provide a quiet place for students to work independently.
- ✱ Verbally recognise their anger
 - “John...I can see that you are getting angry. How can I help?”
- ✱ Encourage students to demonstrate their feelings and opinions in an appropriate manner.
- ✱ Do NOT criticise when correcting a student. Be honest yet supportive.
- ✱ Use a cool-off card.
- ✱ Use a monitoring book with student and teacher comments.
- ✱ Use a mentor.
- ✱ Colouring in or another quiet activity can allow a student the space and time to “cool down”.



Success Orientated Classrooms

- * All are treated with respect and integrity.
- * Positive reinforcement is used frequently and appropriately.
- * Visually interesting/stimulating room.
- * Allows easy access for teacher and students around the room.
- * Desk layout to promote successful communication.
- * Resources easily accessible and clearly labelled.
- * Welcome sign to class.
- * Teacher's desk positioned so as to not dominate the room.
- * Rules and consequences negotiated and clearly displayed.
- * Student participation is valued and encouraged.
- * Teacher is responsive to student needs.
- * A curriculum that is inclusive, relevant, accessible, appropriate and contextualised.
- * Grievance procedures are understood, displayed publicly and followed.
- * Harassment is dealt with quickly and appropriately.
- * Utilises the skills and expertise of the school community.



Student Development Plans

A valuable tool when working with students who have difficulty in controlling the expression of their anger is a **Student Development Plan**.

The SDP allows teachers to highlight specific behavioural and learning goals as well as appropriate management strategies. The SDP is developed in conjunction with the student and their caregiver(s).

On the following pages are two examples of possible formats.

Student Development Plans

Name: _____ Conference Coordinator: _____

Date: _____ Present: _____

GOALS	INDICATORS How would you know this was happening?	STRATEGIES What do you need to do to make this happen?
Specific behaviour goals		
Specific learning goals		

RESPONSIBILITIES		
Student	School	Caregivers

Consequences of meeting the negotiated goals	Consequences of not meeting the negotiated goals

MONITORING PROCESS		
How monitored	By whom	How long

Signed:

Student _____ Parent _____ School _____

STUDENT DEVELOPMENT PLAN FOR: _____ Date: ____/____/____ Conference coordinator: _____

Goals	Indicators How would you know this was happening?	Strategies What do you need to do to make this happen?	Responsibilities
Specific learning goals			School
Specific behaviour goals			Caregivers

How monitored _____ By whom _____ How long _____

It is expected all students will behave responsibly in accordance with the school's code of conduct.

Consequences for irresponsible behaviour will be applied accordingly.

Consequence of meeting set goals: _____

Consequence of not meeting set goals: _____



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