

Padnell Parent Support Group

Anger Management

26/1/17



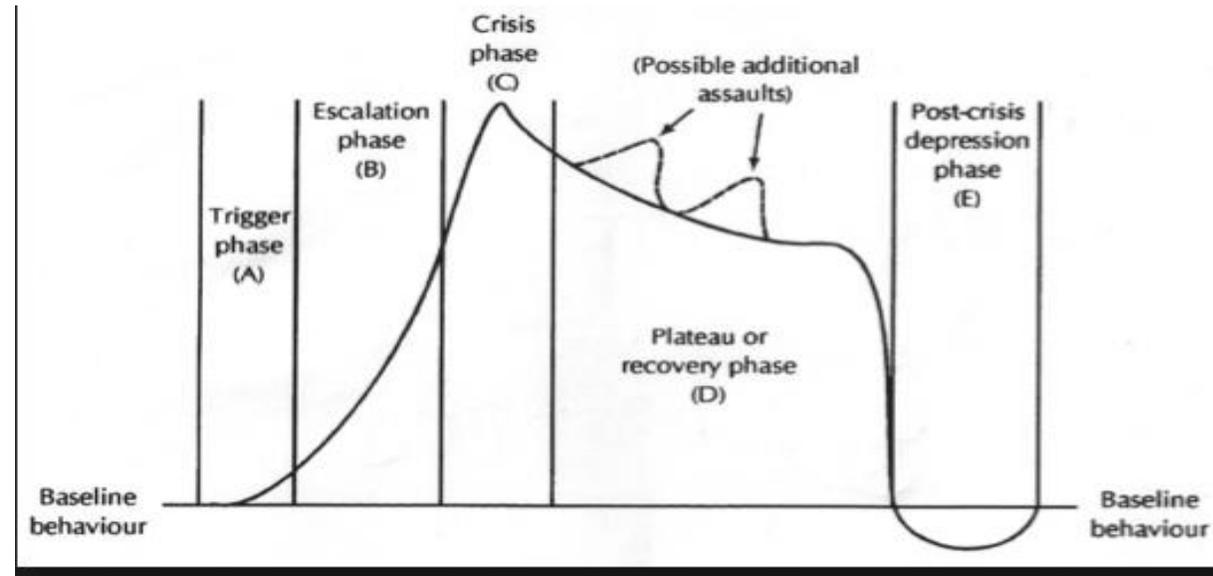
Agenda

- ▶ What is Anger?
- ▶ Assault cycle
- ▶ Case studies- discussions
- ▶ Things to consider for the child
- ▶ Things to consider as a parent
- ▶ Support for you.

What is feeling angry all about?

- ▶ Anger can be one of the most powerful and difficult emotions. It arises when we feel threatened. Its part of a protective fight or flight reaction, a survival instinct we share with animals.
- ▶ Depending on our past experiences, our personality and the situation, we may become aware of anger building up gradually, or we may suddenly be overwhelmed by it. Its usually possible to look back and think about what has provoked other feelings such as anxiety and frustration and how this has led to anger.
- ▶ We need to learn how to express anger safely and to teach our children how to do this.
- ▶ How do you respond when you are angry? How does it make you feel? How does it make others feel?

The Assault Cycle



Molly

Molly is a model child at school, follows rules, doing well with her work, making friends and the teacher holds no concern.

Parent has spoken to class teacher about behaviours at home. Molly exhibits very angry behaviour, parents report that the word “No” seems to be the main trigger. Parents are struggling to set routines because of Molly's refusal to follow their instructions.

Parents have tried the naughty step, removal of favourite toys but things are not improving. Parents admit that mum is the good cop and dad is the bad cop. Molly has also worked with the ELSA at school where she disclosed she believes she is naughty and mean.

- ▶ What are your initial thoughts?
- ▶ What questions do you have?

Questions we would ask the parents.

- ▶ Is this is a new behaviour?
- ▶ Is it happening at set times of the day?
- ▶ What's are the daily routines like at home eating/sleeping etc?
- ▶ How does this behaviour make you feel?

Scott

Each day after school Scott's mum picks him up and they walk home together. She often takes him to the local shop to buy a treat. Mum has recognised that Scott's behaviour can quickly change. Scott becomes anxious and difficult and refuses to listen to his mum. Mum remains firm with Scottie and takes him to the shop at which point Scott's behaviour has reached the point of anger and he displays toddler like tantrums. Mum remains firm and consistent, becomes anxious herself and is unable to communicate or reason with Scott.

- ▶ What are your thoughts?
- ▶ What questions do you have?
- ▶ What do you think the trigger might be?

Questions we would ask

- ▶ Home factors- sleeping. Is he tired at the end of a school day
- ▶ How is his behaviour in general- at school, at home
- ▶ Are there other times when his behaviour changes?
- ▶ Can he talk about how he is feeling?

Amy

- ▶ Amy is becoming increasingly angry at school. The anger seems to come out of the blue and there doesn't seem to be a build up to when it happens. The other day Amy was in the classroom and she hit another child in the class. The teacher has asked Amy to count to 10 and find an adult when she feels angry, but this hasn't been successful. When Amy is asked, she finds it hard to talk about what has happened. Her teacher isn't sure if Amy understands how she is feeling.
- ▶ Thoughts and questions

Questions we would ask

- ▶ Is this new behaviour?
- ▶ Is it happening at certain times of the day?
- ▶ Is it having an impact on other aspects of learning.
- ▶ Home environment- what's going on? sleeping, eating
- ▶ How is she coping with school expectations and routines

Things to consider for the child

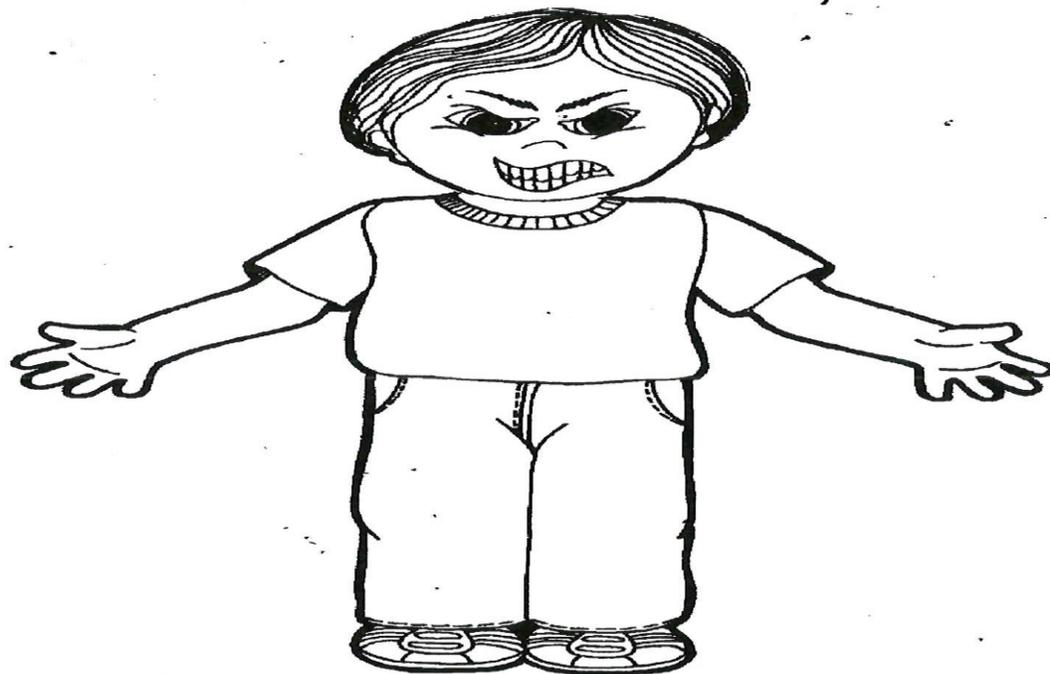
- ▶ **Identify environmental triggers** e.g a smelly shop – encouraging your child to talk about anxieties around environments and senses.
- ▶ **Physiological factors**– body sensations – how to identify and verbalise how their body feels, giving them strategies to help reduce sensations – deep breaths, counting, distractions, relaxing – listening to soothing music
- ▶ **Tackling the emotion** – talking, emotion rating scales, increase emotional vocabulary, help them identify activities that lift their mood - resources
- ▶ **Tackling the thoughts** – Encourage them to challenge their thoughts – is that thought helpful/unhelpful, how true is that thought?

Things to consider as a parent

- ▶ **Routines , family rules and rewards**
- ▶ **Consistency**
- ▶ **Giving choices and consequences**

- ▶ **Strategies**
- ▶ **Language and Tone of voice**
- ▶ **The power of Praise**

Where do I feel anger in my body?



Mark all of the places in your body where you can feel anger, using a **red** pen.

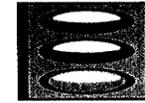
How to deal with feeling angry ...

There are lots of things you can do to try and make yourself feel better if you are feeling angry or if someone has upset you. Look at the list below and see which you think would work best for you - then try it out!

1.
 - picture your scale of anger in your head; it may help to close your eyes
 - think about how angry you are - is it a 3, 6, 9?
 - now take a deep breath; breath out very slowly
 - as you breathe out, picture your anger coming down the scale
 - when your anger is at a safe level, think about how you might resolve your problem
 - congratulate yourself for using good anger management
2. imagine yourself in a calm place
3. sit on your hands and count to 10
4. express your anger physically by running, jumping or playing a sport
5. do some deep breathing
6. listen to some music
7. write or draw how you feel in a feelings diary
8. play a computer game
9. talk to an adult or a friend about how you are feeling
10. walk away
11. pretend to be a stuck CD - keep telling the person "*I feel hurt when you call me names but I'm going to ignore it*".

What makes me angry?

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



Red thoughts and Green thoughts

Once a child is aware of their thoughts (such as through self-talk) they can differentiate between thoughts that are unhelpful and thoughts that are helpful and encouraging. These can be referred to as red thoughts and green thoughts.

Red thoughts are things that you say to yourself in your head that will make you feel unhappy feelings and can stop you doing things. Everyone has them (and it's ok to have them) but sometimes they can become too strong and unhelpful. For example:

- I can't do this.
- I'm going to have a bad day.
- Reading is too hard.
- I'll look silly if I have to do that.
- Nobody likes me.

Green thoughts are things that you say to yourself in your head that are helpful and will make you feel better. They can help you cope and think in a more balanced way. It is important however that they are also realistic. For example:

- I can do it. I'll give it a try.
- I am brave.
- I'll try this game, it might be fun.
- I'll do my best; it doesn't matter if I make a mistake.
- I might not get full marks for everything, but that's ok. I just have to try my best.

You can support children to recognise the difference by asking them to sort statements into red and green thoughts, such as these.

I am brave.	I can try my best.
I'm good at lots of things.	It will be ok. I will try my best.
There are some things about school that I do enjoy.	I can't do this.
I'm no good at this.	No-one will play with me.
I might not get on with everyone at school, but I do have some nice friends to play with.	I might find some things hard but I can always try. There are lots of things I can do well.
I don't want to go to school. It is hard.	I will try to have a good day. I don't like everything about school but I enjoy seeing my friends and maths.
Everyone makes mistakes, it is ok. If I make a mistake someone will help me.	People will laugh at me.

Who can you go to for help?

- ▶ Teacher
- ▶ ELSA
- ▶ INCO
- ▶ Robins Oak – parent groups, informal parent drop ins
- ▶ Educational Psychology- bookable consultations
- ▶ Support for SEND/ parent voice
- ▶ GP
- ▶ CAMHS