

### This Issue:

## STUDENTS WITH ANGER CONTROL ISSUES

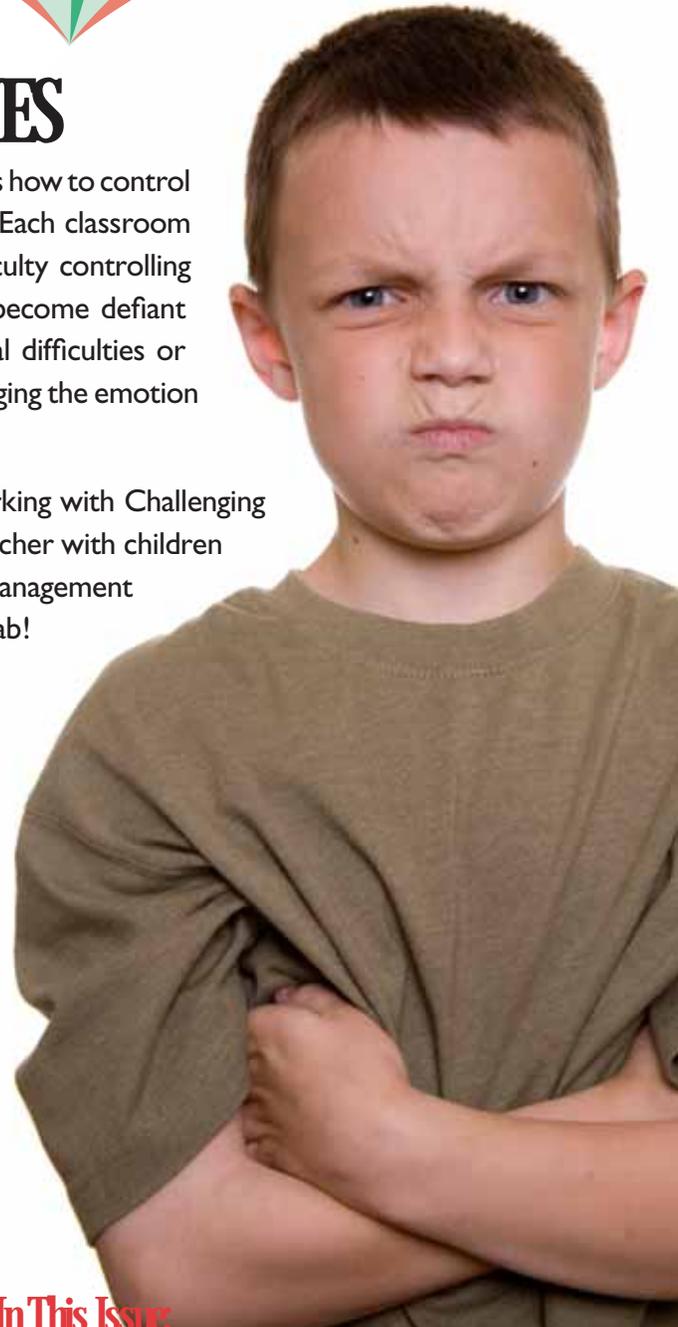
One very important life skill that all of us must learn is how to control our anger in an appropriate and acceptable manner. Each classroom has at least one student who has a great deal of difficulty controlling his or her anger. These students shout, rebel, refuse, become defiant and break rules when faced with directives, failure, social difficulties or rejection. Although anger is a natural human emotion, managing the emotion is a critical life skill.

Kathryn Phillips newest book "Successful Strategies for Working with Challenging Elementary Students" is designed to assist the elementary teacher with children who have disruptive behavior disorders including anger management problems. To purchase your copy, click on our "Buy Books" tab!

### Effective Approaches to Angry Responses

Here are some approaches that have proven effective for dealing with students who escalate issues by their angry responses:

- Provide the student with a choice.
- Remove the student from other students before dealing with the anger.
- Give the student a chance to calm down and save face before dealing with the issue.
- Be aware of your body language and proximity which when too intense or too close can escalate the behavior.
- Remain calm.
- Lower your voice when the student raises his.
- Inform the student that inappropriate displays of anger will increase consequences.
- Realize that the student's display of anger is not a reflection on you or your competence.



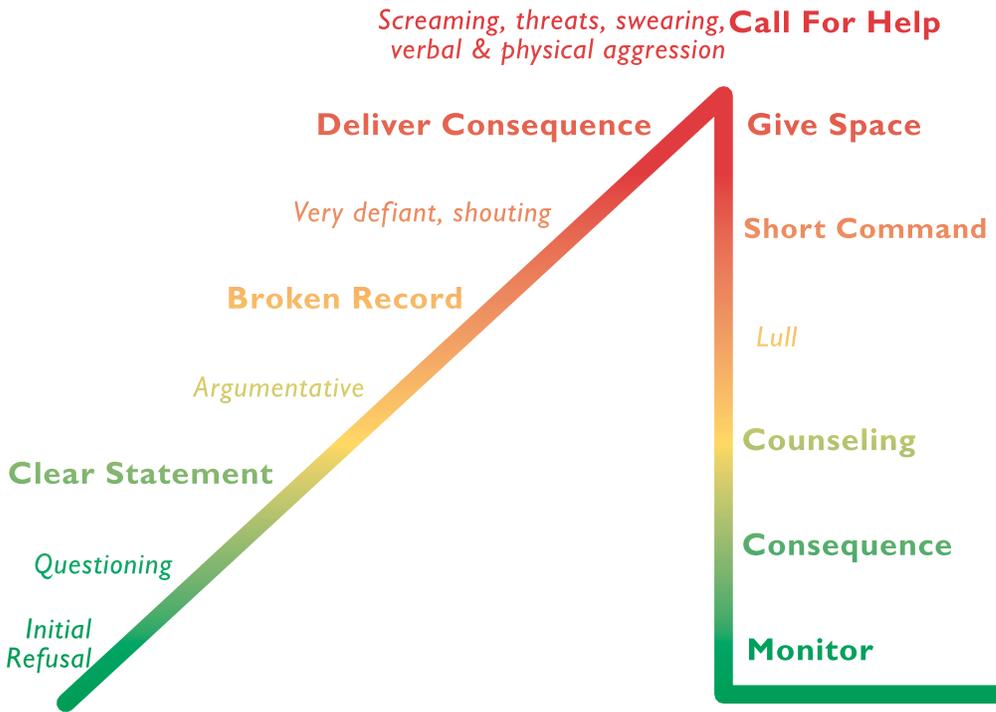
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- Contract for Self-Monitoring

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# The Escalation of Behaviors

Human behavior is very predictable in its cycle when behavior begins to escalate. Knowing this, the skillful teacher can defuse student's acting-out behaviors if he or she acts appropriately at each level. In *ITALICS* are the behaviors that the escalating student demonstrates. In **BOLD** are the actions the proactive teacher should take.



# Consequences for Inappropriate Displays of Anger

Failing to provide a consequence to students who display anger inappropriately indirectly communicates that this type of behavior is acceptable and will be tolerated. Because managing anger is a critical life skill, any acceptance of inappropriate displays does not help the student in learning this skill.

When the student breaks rules and reacts inappropriately, the teacher should follow a discipline plan with the hierarchy of consequences. The rule violation and the anger display should impact the severity of the consequence delivered. Prior to delivering the consequence, here are some steps to follow:

1. **Move the student to a private location to correct the behavior.**
2. **Gradually lower your voice.**
3. **Respect the student's personal space and be aware of your non-verbal communication.**
4. **Give yourself and the student some cool down time.**
5. **Communicate that the attitude impacts the consequence.**
6. **Provide the student with a choice.**
7. **Use a discipline hierarchy.**

# Contract for Self-Monitoring

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Behavior to be improved: \_\_\_\_\_

When I will know that I have improved: \_\_\_\_\_

Over what time? \_\_\_\_\_

What I get if I improve: \_\_\_\_\_

What I get if I don't improve: \_\_\_\_\_

Bonus Clause: \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Adult Signature

**WANT TO LEARN MORE ABOUT DEALING WITH STUDENTS WHO HAVE ANGER CONTROL ISSUES?**

Click here to order your copy of *Successful Strategies for Working with Challenging Elementary Students* by Kathryn Phillips M.A.