



**Abusive Behaviors:** Be on the lookout for abusive family relationships in extremely angry students. He/she may have experienced some kind of abuse from a family member and may simply be acting out what he/she has experienced. If you suspect abuse, always report it to the proper authorities. Counseling may be necessary.

**Activate a Plan to Deal with Situations that Cause Conflict**

- Define who or what makes you angry.
- Choose one of the many strategies in the book and think through how you'll use it. Practice it with a friend.
- Try to think first and remember to begin using the strategy you've practiced before you become too angry.
- Feel good about yourself. You're in control.

**Active Listening:** Mendler (1992) offers the following suggestion. When a student confronts you (adult) in a power struggle, simply use active listening and repeat what the student says with a neutral voice. For example, if you ask a student to complete a task and the student says that he/she will not complete the task, simply repeat the student's words back to the student. You might respond back to the student by saying, "You said that you will not complete the task, did I get that right?" If other students question you or imply that you are not dealing with the problem, you might tell them that you will be dealing with the problem in private after class. Active listening does not give angry students a reason to fight you back; therefore, it may buy you a little time and spare a conflict in front of a class.

**Anger:** What is It? Anger is an emotion that results from our thinking. It can range from being a little irritated to furious rage. Our hormones and chemicals in the body are related. Anger can result from internal or external events. Many of us have been taught that anger is negative; therefore, we "stuff it" and do not know how to express it in a healthy manner. Many factors can contribute—socioeconomics, family issues, issues within the student, school/environmental issues. Often, anger results when we feel we have lost control over things that mean a great deal to us. Role-playing is an effective way to help students, parents and staff understand what anger is. In classrooms, faculty meetings, or PTA meetings, teachers can role-play situations that demonstrate anger

**Anger Avenues:** Ross Greene (2001) identifies what may be causes of angry, explosive behavior in children and young people.

**Anger Diary:** The purpose of this diary is to take the students off “automatic” pilot with anger and begin to recognize it and to see patterns.

## ANGER DIARY

Date and Time \_\_\_\_\_

First Symptom(s) \_\_\_\_\_

What triggered your anger response? \_\_\_\_\_

### Your response

Do you think you did well or not so well?

What was something you did well in this situation?

Is there something you can do in the future to better manage your anger?

**Anger Disorders:** Kassinove (1995) summarized the various anger disorders from the DSM-IV that vary in terms of length of the disorder and the symptoms. A trained psychologist or physician can assist a school to diagnose such a disorder.

- ***Adjustment Disorder With Angry Mood***

Characteristics would be a predominant manifestation of anger, such as periods of angry affect and irritability, sullenness, anger outbursts, or behavioral displays not sufficient to fit conduct problems, such as irritable complaining and pickiness, snappiness, making but not acting on verbal or physical threats, slamming objects, or throwing things. According to DSM-IV, adjustment disorders are maladaptive reactions to identifiable psychosocial



**ODD: (Oppositional Defiant Disorder)** is a pattern of negativistic, hostile, and defiant behavior lasting at least 6 months, during which four (or more) of the following are present:

***Often:***

- Loses temper
- Argues with adults
- Actively defies or refuses to comply with adults' requests or rules
- Deliberately annoys people
- Blames others for his or her mistakes or misbehavior
- Is touchy or easily annoyed by others
- Is angry and resentful
- Is spiteful or vindictive

*Adapted from the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, (1994). American Psychiatric Association. Washington, DC.*

***Key Intervention Tips for ODD***

- Remain calm, neutral, and deliberate when following through on consequences
- Pre-plan consequences
- Understand that the student with ODD thinks you are trying to manipulate him/her.
- Provide ODD students with multiple opportunities to learn by experience...understand that this is a slow process
- Recognize that ODD students think reinforcers and consequences are attempts to control and manipulate them
- Establish good working relationships with parents
- Focus on positive goals for the ODD students

**Organized Playtime:** Organize games outside if you have students who are prone to get angry. Many problems occur from unstructured time with unstructured activities. Because of poor social skills, children may not know how to respond in many situations. In structured activities, the teacher can help to monitor difficult situations.

