


<b>Resource:</b> 'Anger Management'	
<b>Case Study</b>	
<p>Katie was a child in Year 2 who had a very short temper. One day, another child in her group was adding some illustrations to a piece of work they had worked collaboratively on. Katie told him his work was not good enough and that he needed to rub it out and stop. The other child told her that it was his work as well and he could put things on if he wanted to. Katie pulled the other child away from the work, wagged her finger in his face, shouted at him and shook her fist. Katie's teacher, Miss Filbee, asked Katie to take three deep breaths and to go to her angry drawer in the back of the room. Prior to the event, Katie and her teacher had decided on a plan if she started to lose control; in the drawer there was a pillow, a pot of playdough and wax crayons and paper. When Katie needed to she went to the drawer, she used the pillow to hit and scream into, the playdough to pull and the wax crayon to scribble. This allowed Katie to get angry in a safe place so that when the time came she was able to talk to Miss Filbee about the situation without losing control. She was able to talk to her and work through her behaviour, whilst at the same time Katie learned that she was able to step away from a potentially volatile situation with ease.</p>	
<b>Handy Hints</b>	
<ul style="list-style-type: none"> <li>• If you have a child who finds it difficult to manage their behaviour, make sure you decide on a plan of action at a time when the child is calm and logical.</li> <li>• Different strategies will work for different children. You may find that some children need to be alone to regain their composure, while others may need company.</li> <li>• It is important that the child has input into what is used to calm them. If they are unable to relate to the activities or strategies, then it is unlikely that they will be effective or that they will be used.</li> <li>• Make sure that there is a discussion following every use of the angry area – it is important to reflect on the behaviour and establish how to prevent it from happening again.</li> <li>• Ensure the angry area is welcoming for the child.</li> </ul>	
<b>Advantages</b>	<b>Adaptations</b>
<ul style="list-style-type: none"> <li>• A potentially volatile situation can be avoided easily.</li> <li>• The child feels as though their needs are being acknowledged and that they are being listened to.</li> <li>• The child is involved in managing their own behaviour.</li> <li>• This is a strategy that can be easily undertaken by parents/carers. Setting up such an area is cheap and practical and can help parents/carers to manage difficult situations at home.</li> </ul>	<p>For older children, it could be effective to give them an escape card so if they feel that they are losing control of their emotions, they can leave the classroom before a situation escalates.</p> <p>Younger children may not be old enough to identify when they need to leave a situation. For children who get very angry, you may devise a checklist of behaviours you look for before taking a child to a calm-down soft area.</p>
<b>Questions for Consideration</b>	
<p>Thinking of a child in your setting, which action would you take to support them in managing their anger?</p> <p>Where could you set up an area to allow children in your setting to calm down?</p>	
<b>Linked Resource</b>	
<b>Sensory Areas</b> – See page 69	