**Anger Management Support Plan. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Additional Learning Needs**I have had a lot of disruption in my home life and previous schools having moved both several times. In the past, I have seen some adults get very angry, now I am not sure how I am supposed to behave and have difficulty controlling my anger.**How has this affected my behaviour?** * I have angry outbursts which start with shouting, kicking out, throwing or ignoring.
* Sometimes I get so angry that I might hurt another person.
* I throw things when I don’t like something.
* If I don’t want to do what you ask I might ignore you or turn my back.

 **Please don’t assume I am naughty when I do this. I need support to help me know what to do instead. I need to;*** **Learn it**
* **See it**
* **Be praised for doing it**
* **Be able to practice it**
* **See that other people do it**
 | **What I need to succeed in school*** Clear and consistent boundaries – I need to know what the rules are.
* I need help to remember the rules; remind me what they are, show me what I am supposed to do; use pictures and photos.
* Catch me being good and tell me a lot.
* Don’t assume I know how to do routine things; I may need to be taught how to tidy up or sit nicely to eat my food.
 | **Risk Assessment****Objective;** To safely manage a crisis situation and to ensure it doesn’t escalate. **What might trigger a crisis?*** Not being able to cope with the bad feelings I get from some emotions, like disappointment, anger, and feeling sorry for myself.

**What does a crisis look like?** * After the bad feeling has come inside me I might hit, kick, or lash out at anybody who is nearby, even if they are nothing to do with it.
* I might throw things around or at people.
* I might get more uncontrolled and run away into an unsafe area.

**What you should do*** Calmly and safely stop me (see overleaf)
* Give me time to ‘come back to Earth’
* Put in a short, immediate consequence (usually this will be some time in a quiet thinking place with no attention)
* Only talk it through with me at a safe time or I might do similar things again because I am still learning to control myself.
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| **Giving purposeful attention**Key difficulties – developmentally immature, inattentive, lacking concentration, unlikely to follow simple requests, difficulty understanding expectations of the school.**Try the following**; * Use my name and encourage eye contact (but don’t insist if it is a struggle**\***) when making simple requests.
* Ensure routine and structure to day. Use visual timetable, visual reminders and timers.
* Use positive commentary/dialogue to maintain wanted behaviour.
* Use rewards plentifully to reinforce desired behaviour; stickers, thumbs up, positive diary, message home, praise, catch me being good.
* Support verbal requests with visual prompts, initially repeat requests using the same words before trying alternative language.
* Play memory and listening games.
* Do not assume that I know how things should be done.

**Showing insightful involvement**Key difficulties – Can be either too controlling or too passive. Likely to experience difficulties in making and maintaining relationships. They might be fleeting albeit constructive and reciprocal.**Try the following;*** Develop my linguistic/creative skills; explain and make pictures of idioms such as pull your socks up, create amusing imaginary animals, explore humour and nonsense in poems, allow time to listen on a 1:1 basis.
* Play games in pairs, make and display posters about what I like about my peers, provide enhanced opportunities for small group work.
* Explore feelings with safe texts such as Owl Babies. Use practical activities to explore feelings such as painting, role play.
* Prepare me for changes, model problem solving strategies, provide additional explanations of adult interactions.
 | **Implementing the Positive Handling Plan****Do*** Use diffusion, deflection, distraction.
* Keep your voice calm and supportive.
* Use emotionally neutral language.
* Make sure you have a copy ofmy **risk assessment** and are familiar with my triggers.
* Intervene if I pose an immediate risk to myself, others, property.
* Set clear enforceable limits, clear choices, offer alternatives and options.
* Look for signs after the crisis that I am ready to talk but don’t force it.
* Examine what can be learnt from this.

**Don’t*** Talk about the negative consequences while the crisis is still active.
* Go straight to restraint UNLESS there is an immediate risk of harm as above.
* Attempt to resolve residual disciplinary issues at this stage.

**\*** If I actively resist being asked to ‘look at me’ I will need this skill breaking down into small steps; for example ‘look up’ or ‘look at my mouth/shoulder/behind me. It is important to remember that I need to do it in order to improve my receptive language skills, NOT to demonstrate obedience.  |