**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. |