

## ANGER MANAGEMENT

# Noticing the Warning Signs

One skill, one day, five people. Everybody works the same skill in a different way.

### EVERY ADULT USES THESE EXACT WORDS

**“Same words every time.”**

#### **MORNING TEACHER**      **Teach it**

Runs the lesson: what it means, how it looks, practise together.  
Introduces the phrases and puts the wall chart up.  
Says the phrases every time the skill comes up before lunch.

#### **AFTERNOON TEACHER**      **Use it somewhere else**

Does not reteach it — uses it in a different activity or setting.  
Same phrases, no new wording, no extra explaining.  
Notes where it fell apart outside the morning routine.

#### **SOCIAL WORKER**      **Why it matters, and the hard version**

Works one to one on the feeling behind the skill.  
Role-plays the version that goes wrong, while calm.  
Handles any student for whom this skill is loaded.

#### **ONE-TO-ONE PARA**      **Prompt in the moment, then fade**

Gives the phrase in the moment it is needed, not afterwards.  
Drops from full prompt, to a gesture, to nothing, over the week.  
Records what happened on the tracker — he sees the most.

#### **PRINCIPAL**      **Notice it out loud, and check the system**

Names the skill when he sees it, in the hallway, by name.  
Asks staff which skill is running this week and expects one answer.  
Checks every adult is using the identical wording.

### EVERYONE IS WATCHING FOR THE SAME THING

Uses the skill without a reminder

### If only one person runs this, it will not stick.

A skill taught in one room for forty minutes stays in that room.



## ANGER MANAGEMENT

# What Sets Me Off

One skill, one day, five people. Everybody works the same skill in a different way.

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## ANGER MANAGEMENT

# Cool-Down Tools

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Introduces the phrases and puts the wall chart up.  
Says the phrases every time the skill comes up before lunch.

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## ANGER MANAGEMENT

# Using Words Instead

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### EVERY ADULT USES THESE EXACT WORDS

**"I don't like it when —."**

**"Please stop —."**

**"I'm angry because —."**

**"I need a break."**

#### MORNING TEACHER

#### Teach it

Runs the lesson: what it means, how it looks, practise together.  
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#### AFTERNOON TEACHER

#### Use it somewhere else

Does not reteach it — uses it in a different activity or setting.  
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#### SOCIAL WORKER

#### Why it matters, and the hard version

Works one to one on the feeling behind the skill.  
Role-plays the version that goes wrong, while calm.  
Handles any student for whom this skill is loaded.

#### ONE-TO-ONE PARA

#### Prompt in the moment, then fade

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#### PRINCIPAL

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## ANGER MANAGEMENT

# Making It Right After

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Runs the lesson: what it means, how it looks, practise together.  
Introduces the phrases and puts the wall chart up.  
Says the phrases every time the skill comes up before lunch.

#### **AFTERNOON TEACHER**      **Use it somewhere else**

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#### **SOCIAL WORKER**      **Why it matters, and the hard version**

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