

ANGER IN TEENS

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TRIGGERS TO ANGER

- Being told no
- Waiting
- Hunger
- Being touched
- Hurt or pain
- Being scared
- Bad news
- Bad news
- Tests and grades
- Being criticized
- Being tired
- Being ignored
- Being dumped into
- Loud noises
- Losing a game
- Being left out
- Being bullied
- Not understanding what to do

HOW TO IDENTIFY TRIGGERS

A trigger is a thought that leads to an inappropriate response to a situation. Learning a student's triggers is the first step in helping them to master better self-management skills.



OBSERVE AND INVESTIGATE



Pay attention and be aware of the warning signs of triggers. Observation is one of the best ways to do this, especially with your younger students. As you watch and listen, you may begin to see patterns emerge. For instance, a student may get sassy or restless when it's time for them to read. This would alert you that there may be a trigger related to reading that you want to further explore. Enlist the help of parents and other adults in your students' lives as you do this.

CONSIDER THE CHILD'S PERSPECTIVE OF AN INCIDENT

You may assume that you know what happened, but your student may have experienced it very differently. Ask them about what occurred, even if you think you know the answer. If a child is still wound up from an incident, give them time to cool down before putting their thoughts into words.



MAKING CHILDREN AWARE OF THEIR TRIGGERS



Once you've identified anger triggers, your next step is to help make children more aware of them, so they can better manage their own reactions

TALK ABOUT FEELINGS

Feelings and triggers are directly related. Have discussions about feelings, to establish a foundation to build on when identifying a child's triggers. This should be done when things are calm, not right in the middle of an outburst or tantrum.



CONNECT THE DOTS

Let children know what you have observed about their triggers and their related acting-out behavior. For instance, you may say, “I’ve noticed that when you are hungry, before lunchtime, you lose your temper and call people names.” Make this part of a problem-solving conversation that includes the two of you coming up with a plan for what the child will do differently in the future.



USE CUEING

Cueing is a common behavior management technique. Choose one specific trigger to work on, and then come up with a hand signal or phrase that will serve as an alert to a child that the trigger is present. Once you've alerted a child, they will have a chance to self-correct.

Persistence pays off. Identifying and managing anger triggers is not an easy process. Continue to have calm, supportive and open dialogue about triggers. Stick with it – and allow some time for trial and error. With time, most students will learn to respond effectively, anticipate their triggers, and avoid situations that set them off.

CONFLICT RESOLUTION

- When we see the term CONFLICT RESOLUTION:
- WHAT COME TO MIND?
- WHAT DOES CONFLICT RESOLUTION MEAN TO ME/MY CHILD



DEFINITION

- **Conflict resolution** is a way for two or more parties to find a peaceful solution to a disagreement among themselves. The disagreement can vary from personal, financial, political, or emotional. When a **dispute** arises, often the best course of action is negotiation to **resolve** the disagreement.



TYPES OF CONFLICT

- **Within people (intrapersonal).**
- **Between people (interpersonal).**
- **Within groups (intragroup).**
- **Between groups (intergroup)**

SOME CAUSES OF CONFLICT

- A lack of common understanding.
- Poor communication.
- Unclear or unfair expectations.
- Power plays and manipulations.



SKILLS

- **The ability to successfully resolve conflict depends on your ability to: Manage stress quickly while remaining alert and calm.**
- **By staying calm, you can accurately read and interpret verbal and nonverbal communication.**
- **Manage/Control your emotions and behavior**

HOW TO RESOLVE CONFLICT

- Agree on a mutually acceptable time and place to discuss the conflict.
- State the problem as you see it and list your concerns.
- Let the other person have his/her say on how they view the conflict
- Listen and ask questions with respect to each other
- Stick to one conflict at a time — to the issue at hand. ...
- Seek common ground.
- Remain calm. Tempers will stand in the way of working through your differences. ...
- Make a list of your concerns. ...
- Allow the other person to talk. ...
- Ask questions. ...
- Be creative. ...
- Take breaks. ...
- Stay away from negative talk. ...
- Find something you can agree on



TAKEAWAY

- Conflict is a part of life—it can be a positive part of life, an instrument of growth.
- Conflict can be good or bad depending on how we learn to deal with it.
- Every time we interact with someone there is a potential for conflict because people's needs and expectations may not be the same.
- We can even feel conflicts within ourselves and may displace these onto others unless we are careful.
- Small conflicts should be dealt with as soon as possible, so they don't grow.
- Try to identify possible hidden conflicts.
- Disagree with ideas or behavior, not people