ANGER MANAGEMENT TOOL BOX

AN ANGER MANAGEMENT PROGRAM FOR PARENTS

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This curriculum is provided through the collaborative efforts of University of Nevada Cooperative Extension faculty with the permission from the Institute for Mental Health Initiatives (IMHI) which is part of the George Washington University’s School of Public Health and Health Services to use RETHINK© anger management material.

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ANGER MANAGEMENT TOOL BOX

For Parents

Family violence issues, such as anger management for parents has been identified as one of the top concerns of people interacting with children. “The most important protective resource to enable a child to cope with exposure to violence is a strong relationship with a competent, caring, positive adult” (Osofsky, 1998). Although anger is a universal emotion, many parents have difficulty expressing feelings of anger and dealing with the anger constructively. By learning how to effectively deal with anger, parents can improve their relationships with their children. This RETHINK© program for parents offers each participant a “take-home” toolbox to help understand and manage their anger.

Program is based on: Anger Management for Parents: The RETHINK© Method
Produced by: The Institute for Mental Health Initiatives (IMHI)
Distributed by: Research Press
2612 N. Mattis Ave.
Champaign, IL 61822
www.researchpress.com

Program Objectives
The toolbox will:

- Help staff, parents and childcare providers develop skills for more productive communication with children and youth which will reduce stress, hostility or rejection in the home or care facility
- Decrease the use of physical discipline
- Utilize consistent parenting and care giving styles
- Develop positive problem solving skills
- Decrease conditions that cause child violence

Materials Needed
- Anger Management program teaching guide
- Name tags, pens, markers
- TV and VCR
- Video Tape: Anger Management for Parents: The RETHINK© Method
- RETHINK© bags
- RETHINK© posters
- Toolbox with English and Spanish Anger Triggers
- Situations for discussion
- Masking tape
- Program promotion materials according to your program
- Evaluations

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Welcome, I am ______________, (your title) with Cooperative Extension. This workshop on Anger Management was developed with a grant from the Southern Area University of Nevada Cooperative Extension. During the next two hours, we will be learning about anger management as we interact with children.

Let’s go around the room and have everyone introduce yourselves, explain your “child-connection” and tell in one word a feeling you get when you are angry.

Great! Since all of you interact with children, you know that children are natural “anger triggers.” This class will help you recognize your and the child’s anger triggers and learn how to constructively deal with anger that can be triggered by a child. Throughout the class we will be discussing anger management when dealing with children. We will focus mainly on children under the age of five years. Today’s agenda will consist of (1) explanation of anger, (2) the RETHINK© method to control anger, (3) a video presentation and discussion, (4) posters and discussion, and (5) the tool box and situation group interaction.

Let’s see what we have in the bag. Our first two handouts are on Recognizing and Reporting Child Abuse. Nevada has a very high percentage of reported child abuse incidents per 1,000 children. If you are a childcare provider or parent, you know how important it is to be able to recognize the different types of child abuse and where and how to make reports.

The third handout is “When You Feel Like LASHING OUT.” This handout talks about family stress and the importance of
families working together. Next we have an informational brochure on some of the available programs from the University of Nevada Cooperative Extension, Southern Area. And of course, we have some of our small promotional items such as .............

You will also find in your bag the Anger Management Tool Box. We will cover the contents of the toolbox later in the program. The last item is a roll of masking tape that will be used with the toolbox.

Anger questions
Is there anyone here who has never been angry? Is there anyone here who has never had someone get angry with them?

Explain anger
Anger is universal. Everyone gets angry. It is ok to feel angry. We just need to learn to recognize, control and redirect anger and its responses. Anger is a signal for change. In the “cave man” days anger served as a survival tool for “fight” or “flight.” In today’s world flight means escape, such as using drugs, running away, deserting the family, or denial such as claiming you feel no anger. Fight refers to violence and abuse or uncontrolled verbal outbursts.

Anger is usually a temporary feeling. It can be a problem if it is chronic such as always feeling angry. If we deal with anger in a destructive way it can also be problematic. On the other hand, anger can energize us to make constructive changes. So we are advocating “don’t fight anger.” Find out what is causing the anger, decide what changes are needed and then use good anger management skills to channel your anger.

As parents of youngsters, you have a double task when you interact with your children. Not only do you have to deal with your own angry feelings, you also have to deal with the angry feelings of your children. Find out what is causing the anger, decide what changes are needed, and then use good anger management skills to channel your anger.

The goal of this workshop is to help you understand what triggers your anger, recognize when you are getting angry, learn how you typically handle your anger, and find constructive ways to manage your anger. The workshop will give you tips about anger management for yourself and your children.

Video
Let’s watch this video and see what triggers anger for parents.
References


Special Directions

Tool boxes are made up of 3X5 cards with anger triggers printed on them, English one side, Spanish the other side. Cards are then placed in a plastic recipe box that holds 3X5 cards.
Start Videotape
beginning with the
opening credits. Stop
video after the parent
sequence when one
parent says, “…and it
was my first spanking,
and I didn’t know, and
I was so scared. And he
said, “Just be quiet and
count them.”

As you listened to these parents’ stories, you heard the
discomfort, tension, and upset that they all felt when they were
in anger situations. Anger is a normal human emotion.
Research tells us that people feel anger at least once or twice a
day. What are some of the things that make you angry?

Group discussion

Do you remember incidents from your own childhood that
reminds you of how you interact with your children? Would
anyone like to share a time when your parents were angry with
you?

It’s hard being parent. For better or worse, each of us learned
many of our parenting styles and strategies for dealing with
anger from our parents. But there are many ways to handle
anger situations. Anger can be a tool for change. We can
learn to be angry without being hurtful.

Start video beginning
with Audrey Duck
saying “You know what’s
so weird? Some of the
people were laughing.”
STOP video when Susan says,
“We can RETHINK the
ways that we get angry
at our children.”

Anger has three components. The first is the way our body
reacts to anger, the physiological component. That is when the
body feels flushed, hot, tense, or irritable. There is a rise in
blood pressure, and possible feelings of a headache or
stomachache. The second is the cognitive component. This is
when we have thoughts like “it’s not fair”, “she’s out to get
me”, “no one loves me”, “I wish I could get away from this
child for a while” or “He makes me so angry all of the time.”
The third component is the behavioral component. This is how
we act or what we say when we get angry.

Mismanaged
anger lecture

Mismanaged anger can affect your health, affect the lives of
children and affect relationships within and outside the family.
Mismanaged anger is often related to drug and alcohol abuse,
depression, hypertension, or even suicide.

Constructive
anger lecture
& discussion

Anger is a constructive force when you use it to bring about
change that solves problems, rights an injustice or a wrong, or
restores self-esteem and pride. The rewards for constructive
management of anger can be deeper emotional connections
among family members and co-workers, an increased sense of
worth and integrity, and feeling of safety. When problems are
solved by discussion and expression of feelings, there is less
need to elevate the level of anger. Such constructive
management of anger will certainly reduce the risks of
violence, abuse and homicide.

It is important to understand and deal with your own anger.
Before you can take care of your child as you would like, you
first need to learn how to take care of yourself. What are some
things that you could do that would make you feel better about
yourself or help to calm you down or relax?

Have group
list calming
techniques

Some techniques may be:
Take time to rest when the baby is napping.
Call a friend or relative
Listen to some music
Take a walk or go to a playground with a child
Do something you enjoy
Daydream for a while
Imagine a quiet relaxing place
Take a warm bath or shower
Join or form a parent group where you can bring your child
Walk away
Splash cold water on your face
Remember it is important to know whether the child is old enough for you to do some of these things. As a parent you still have to stay “on the job” but can “take a deep breath”, “count to 10”, “find humor in the situation”, etc.

Start video, beginning with Audrey Duck saying, “RETHINK? In the middle of blowing up? Play through to the end.

Before you can deal constructively with the anger triggers from your child, you will have to deal with your own anger. Let’s not minimize the importance of recognizing and dealing with your anger. When you feel anger in response to something the child does, your first reaction is often to feel aggressive toward the child. You need to take care of those feelings before you can constructively handle the situation. So the first thing to do is to calm yourself and try using some of the strategies just discussed.

RETHINK© POSTERS

These RETHINK© skills can assist you in managing your own anger and in helping your children learn to manage their anger.

R—Recognize when you are angry
E—Empathize and see the point of view of the person making you angry
T—Think about what is getting you angry
H—Hear where the other person is coming from
I—Integrate expressions of your anger with love and respect
N—Notice how your body feels when you are angry
K—Keep the conversation in the present

Toolbox and situations.
Get into groups of 3-7 people.

Everyone take out your Toolbox and let me explain what is inside. You will see it is divided into sections by years. Each laminated card has English on one side and Spanish on the other. These anger trigger cards are only some of the solutions
recommended for handling certain situations. Let’s divide into small groups. Each group will receive a typical parenting or childcare provider scenario. Read the scenario, find the section in the toolbox with the appropriate age and then find the solution. Discuss within your group if that is the way you would handle the situation or would you do something different. Which RETHINK poster would you use? Pick one person to report back to the larger group.

Give the groups 5-7 minutes to discuss their situation.

Have all the groups finished? Let’s have each group report on their scenario. Do you agree with the card? What else could you do to handle the anger in this situation? Looking at the RETHINK© posters, what RETHINK© method(s) would you use?

Limit the reports to 2 or 3 minutes Thank you for sharing.

We want you to take the Toolbox home with you and use the cards as needed. Using the masking tape, never cellophane tape, put them on the bathroom mirror, kitchen window, cupboard, daycare cupboard or locker, to remind you to RETHINK©.

Summary Remember that anger is ok. Recognizing and controlling your anger is what’s important. Children learn from you.

Evaluations Before you leave, please fill out an evaluation. These are anonymous. Please don’t put your name on the evaluation. Please leave them on the table or……

Thank you.
SITUATIONS FOR TOOL BOX DISCUSSION
SITUATION

Annie, 11 months, has been using a spoon to eat her mashed banana very competently for several weeks. Today, she won’t even try to “get the banana into her mouth.” She is banging the spoon, smearing banana all over the high chair, throwing banana on the floor and smearing it in her hair. She is distracting her old brother and sisters. She does not listen to you when you tell her to “eat” her food.

How would you handle this situation? What RETHINK© skills would you use? Why is this child making you angry?

SITUATION

You have “childproofed” all the rooms where your children play. You have a large console TV/VCR in the family room and use it for special children’s programs. All the children know not to “fiddle with the knobs” and pay no attention to the TV when it is not playing. Except for Seth! Since Seth learned to walk two weeks ago at the age of 11 months, he constantly gravitates toward the TV where he can reach all the knobs and buttons. He bangs his toys on it and loves to see his own reflection in the screen, leaving sweaty fingerprints and greasy nose prints. You have told him time and again that we don’t bang on the furniture, touch the TV, or even go near the TV. You are really angry that he doesn’t mind you.

How would you handle this situation? Why is this child making you angry? What RETHINK© skills would you use?
**SITUATION:**

Eight month old Mindy cries and whines constantly. You know she isn’t hungry, doesn’t need her pants changed and is getting enough sleep. You are really angry with her constant crying and whining.

How would you handle this situation? Why is this child making you so angry? What **RETHINK**© skills would you use?

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**SITUATION:**

Three month old Brian does not like to be cuddled. In fact, he can hardly stand for you to hold him. Even when you give him his bottle, he is stiff as a board. You are not exactly angry with him but you also would prefer to spend as little time with him as possible.

How would you handle this situation? Why is this baby making you “almost” angry? What **RETHINK**© skills would you use?
SITUATION:

Mikey, who is just over two years of age, has started screaming and yelling at you. For the past two weeks, every time you ask him to put his toys away, get ready for lunch, or share the blocks, he yells back at you. Today, he started yelling at your other children.

How would you handle this situation? Why is Mikey making you so angry? What RE THINK© skills would you use?

SITUATION:

Callie, who is almost three, has started “throwing” temper tantrums. She does not want to share any of the toys with your other children. She has temper tantrums when you ask her to put her toys away and start another activity. She throws a fit when she can’t read and play with the five and six year old’s activity books.

How would you handle this situation. Why is this child making you angry? What RE THINK© skills would you use?
SITUATION:

Johnny, two and a half years old, is driving you crazy. He does not want to share toys so he is hitting your other children, throwing blocks, grabbing other children by the shirt as well as spitting on them. Yesterday he bit his brother when he couldn’t get a toy car away from him. You thought you “had him under control” after talking with him about the biting incident but this morning he is throwing blocks and biting again. You are really angry at his behavior.

How would you handle this situation? Why is this child making you angry? What RETHINK© skills would you use?

SITUATION:

As soon as you drop Amy off at pre-school, Amy, who is two and a half, withdraws into a corner and refuses to talk to anyone. She talks to you as she gets out of the car but Amy doesn’t talk to the pre-school teacher or the other children.

How would you handle this situation? Why is this child making you angry? What RETHINK© skill would you use?
SITUATION:

Amber, who is almost three, refuses to share or take turns with the toys. She regards everything as hers and doesn’t want your other children to even touch anything. This constant “possessiveness” causes lots of loud bickering and her siblings all gang up on her. You are very angry at Amber for starting all the fights.

How would you handle this situation? Why are you angry at Amber? What RETHINK© skills would you use?

SITUATION:

Billy, who is five, takes the longest time to eat and even longer to get ready to go to preschool. He dawdles at lunch and finishes long after the other children at school. It takes him forever to get his shoes on and get dressed. You are angry at his constant slowness.

How would you handle this situation? Why is this child making you angry? What RETHINK© skills would you use?
**SITUATION:**

Timmy, who is four and a half always argues with you, no matter what you tell him to do. If you ask him to clear off the play table, he argues. If you ask him to put the books away, he argues. If you tell him lunch is ready, he argues. His tone of voice has been getting louder and louder which is making you angrier and angrier.

How would you handle this situation? Why is this child making you angry? What **RETHINK©** skills would you use?

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**SITUATION:**

Sara, who is four years old, does not listen to a word you say. She seems to tune adults out but gets along fine with the other children. She doesn’t “hear” you when you tell her it is time to put the puzzles away and come read a book. She understands what you are saying but pays no attention to you.

How would you handle this situation? Why does Sara make you angry? What **RETHINK©** skills would you use?
TOOL BOX CARDS, ENGLISH
ANGER TRIGGER REJECTING YOU AND GOING TO SOMEONE ELSE

STOP and Remember: Your child depends on YOU and needs YOUR love. She may be angry because you left her alone too long.

THINK: RECOGNIZE she is NOT trying to make you jealous. She is just expressing some feelings.

SAY and DO: “Are you having a good time? I’m so glad you had fun today. I really missed you. Now I have to cook dinner and I really need your help. You are so good at getting the pans for me.”

ANGER TRIGGER NOT SLEEPING THROUGH THE NIGHT

STOP and Remember: Your child may be hungry, hot, cold, wet or have a fever, or he may have slept too much at daycare, is overtired or just needs you to reassure him that everything is fine.

THINK: Your child is not trying to upset you but he needs your EMPATHY and help in getting to sleep.

SAY and Do: Honey, did something wake you? I’m here. Let me hold you for a little bit and sing your favorite song.

ANGER TRIGGER NOT DOING SOMETHING AS WELL AS YOU WANT OR THINK SHE SHOULD

STOP and Remember: She is just a baby. Sometimes it’s hard when you have seen other babies doing certain skills and yours hasn’t YET. But every child is unique and develops at her own pace. We all do!

THINK: She’s not making a mess to annoy me. NOTICE she really is trying.

SAY and Do: What a big girl you are eating with your spoon. How about some Cheerios that we can both eat with our fingers.
First Year

ANGER TRIGGER: TOUCHING EVERYTHING

Stop and Remember: Your child is curious and his touching is a his way of learning about the world. This exploring is very important for every child’s development.

Think: Your child is probably frustrated when he can’t touch things but he is not trying to annoy you.

SAY and Do: Look at these pretty blocks. Let’s see if we can make a big tower! Once he is interested in something else, then move out of sight. the things you don’t want him to touch. Childproof your home or childcare by getting a child’s eye view (on your knees) and replace breakables with child friendly things. NOTICE you can then be able to enjoy and encourage your child’s explorations.

First Year

ANGER TRIGGER: HAVING TEMPER TANTRUMS, SOMETIMES IN PUBLIC

Stop and Remember: Your child is having a tantrum because she can’t have what she wants and is thinking of everything as hers. Temper tantrums are not pleasant for your child either but she doesn’t know yet how to control her emotions.

Think: REMEMBER she is not trying to embarrass you, she needs your help to calm herself.

SAY and Do: {Remain calm, (which can be a challenge)}. “I know that you’re angry but I can’t let you have that now. Let’s go over here to get a drink.” When she has calmed down then talk to her.
ANGER TRIGGER  CRYING or WHINING

Stop and Remember: Your child may not know how to tell you what is bothering him. He may be angry because he feels he can’t do anything right.

Think: NOTICE your toddler is not always sure why he is crying or whining but he does think that YOU are the one to help him.

SAY and Do: “I can’t help you if you don’t tell me what’s wrong. I don’t like it when you keep crying and whining. You choose, do you want to play with your blocks or do you want me to read you a story?”

ANGER TRIGGER  KICKING, HITTING, BITING, PINCHING, GRABBING

Stop and Remember: Your child may be feeling helpless or frustrated because he can’t reach a toy for himself. He could be angry because he feels he can’t do anything right or you have not set rules for sharing.

Think: Stop the unacceptable or dangerous behavior.

KEEP repeating the rules for sharing.

Help your child to tell you what is bothering him.

SAY and Do: Stop that, honey. You know we don’t allow kicking. What’s making you so angry that you want to kick? Tell me so I can help you. You know kicking hurts and no one likes to be hurt.

ANGER TRIGGER  WIGGLING SO HARD THAT CHANGING OR DRESSING IS DIFFICULT

Stop and Remember: The child may be wiggling because she is angry at being kept from moving her body, arms, hands, and legs. She wants freedom to learn to manage these parts herself.

Think: EMPATHIZE with the child’s desire for freedom.

THINK about what you can expect from a child at this stage in her development.

Say and Do: “You sure are a wiggle bug! I know you don’t like this. We’re almost finished. Here, let’s find your arm and pull it through the sleeve. Good! Now the other one.”
First Year

ANGER TRIGGER  DOESN’T WANT TO BE CUDDLED

**Stop and Remember:** The child may push you away when you try to cuddle him because he is hungry or wants to play or be read to. He may also be angry because you are not doing what he wants.

**Think:** NOTICE his body language. Try offering attractive alternatives and choices. EMPATHIZE with the child’s distress.

**Say and Do:** “Ok, honey, you don’t want to cuddle right now. Let’s do something else. Would you like to read a book, play with a ball, or dance while we listen to music?”

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First Year

ANGER TRIGGER  CLINGING TO PARENT OR CAREGIVER

**Stop and Remember:** The child may cling to the parent or caregiver because she is afraid of losing you to other children or losing a sense of safety and security with so many children around. She may also be afraid of leaving parent to enter childcare.

**Think:** RECOGNIZE that the child is upset. Integrate love and respect even when the child seems to be too clinging. NOTICE what helps her to calm down so you can use that technique again.

**Say and Do:** When the child enters childcare, encourage the parent to stay awhile. Sooth and reassure the child. Direct the child’s attention to other activities.
**2nd & 3rd Year**

**ANGER TRIGGER**  
**RUNNING AWAY FROM YOU OR INTO THE STREET**

**Stop and Remember:** Your child may do this because she enjoys doing something independently of you and is testing to see what you will do. She may be angry because you want her to go to bed or do something she doesn’t want to do.

**Think:** She is not aware of the dangers of running into the street and **REMEMBER** she can’t tell the difference between running when playing a game.

**SAY and Do:** **Demonstrate** to your child the dangers of running into the streets and general dangers of running away from you. Emphasis the difference between play time and non play time.

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**2nd & 3rd Year**

**ANGER TRIGGER**  
**YELLING AND SCREAMING AT YOU**

**Stop and Remember:** Your child may yell and scream at you because he doesn’t want you to have so much power over him, and he is learning to use words to express his feelings. He may be angry because he lacks the freedom or the ability to do what he wants.

**Think:** **KEEP** the conversation in the present and speak to your child in a calm voice (that is the challenge but it really does help).

**SAY and Do:** Child: “I HATE you!”  
You: “No, you don’t. You’re just angry because you can’t play with the computer.”
2nd & 3rd Year

ANGER TRIGGER   REFUSING TO USE THE POTTY

Stop and Remember: Your child may NOT be developmentally ready to be potty trained. She may be angry with you for expecting too much.

Think: Don’t force your child because it could become a power struggle which make both of you unhappy.

SAY and Do: NOTICE her body language and give her more time. If she is usually ok with the potty maybe today something else is bothering her and she will be back on track tomorrow. Remember most of us are fully potty trained by 18.

2nd & 3rd Year

ANGER TRIGGER   HITTING, THROWING OBJECTS, GRABBING, BITING, SPITTNG

Stop and Remember: Your child may do these things because he can’t get any toys for himself and is frustrated. He also might not understand the rules for sharing

Think: THINK about why he is angry. Maybe you need to again explain the rules for sharing, no hitting, kicking, etc.

SAY and Do: Stop that, honey. You know we don’t allow that. You know that really hurts and no one likes to be hurt. Give your child time to calm down then ask what it is that makes him so angry and how you can help him.
2nd & 3rd Year

ANGER TRIGGER HAVING TEMPER TANTRUMS

Stop and Remember: The toddler may be throwing a temper tantrum because she can’t have what she wants and she thinks of everything as “mine.” She may be angry because she wants to play with something that is not appropriate and you have taken it away from her.

Think: EMPATHIZE with her desire to have fun. NOTICE what helps to calm her down. REMEMBER it is important to set limits. THINK what you can do to divert the child’s attention.

Say and Do: “I know you’re really angry. Here, let me hold you. You were so mad. I’m sorry you’re feeling so bad and so angry. Let’s get the blocks out and build something.”

2nd & 3rd Year

ANGER TRIGGER WITHDRAWING, HIDING, REFUSING TO TALK

Stop and Remember: Your child may withdraw from you, hide or refuse to talk because she feels ashamed of her ability to do things that please you or because she couldn’t go with you.

Think: NOTICE her body language. She may feel anger and hurt at being left behind and is feeling insecure with you when you return.

SAY and Do: I missed you so much today when I went to work. Do you know what helped me? Well, I have that really cute picture of you at the park and I put it right there on my desk so I can look at it all day. I know, you can pick a picture of me to keep with you when we have to leave each other.
2nd & 3rd Year

ANGER TRIGGER KNOCKING THINGS OVER, THROWING OBJECTS

Stop and Remember: The child may be knocking things over and throwing things because he is frustrated in trying to build a tower of blocks. He may just be interested in exploring what it feels like, sounds like, or looks like when he knocks things over or throws things.

Think: NOTICE what helps calm him down so you can use that technique again. THINK about alternative ways to solve the problem. Restate rules while offering to help. State consequences.

Say and Do: “No, we don’t do that. We don’t throw blocks. If you need help, ask me. You know how to use the blocks without throwing them. I know it’s frustrating trying to build a tower. Can I help you? We can put more on the bottom. If you throw the blocks again I’ll have to take them away from you (or If you throw the blocks again I’ll have to put them up).”

2nd & 3rd Year

ANGER TRIGGER CRYING, WHINING

Stop and Remember: The toddler may cry and whine because she does not know how to tell you what is bothering her. She may be angry because she doubts her ability to do anything right. Or she may just be hungry or tired.

Think: RECOGNIZE anger in both yourself and the child. Provide choices. Help the child verbalize feelings. NOTICE what calms the child.

Say and Do: “I can’t help you if you don’t tell me what’s wrong. Maybe you need a rest. Are you hungry? Can you find something to do? Here, you can choose between playing with your animals or looking at a book.”
2nd & 3rd Year

ANGER TRIGGER TEASING SIBLINGS AND OTHER CHILDREN

Stop and Remember: The toddler may tease a sibling or other child because he is unaware of how unkind it is. He may be angry because his sibling or other child seems to get more attention than he does and he is jealous.

Think: Help the child EMPATHIZE with the other child. Help the child learn to HEAR the other child. Teach alternatives (“What else can you do?”). Stop unacceptable or dangerous behavior.

Say and Do: “That’s enough. I don’t think you realize how unhappy teasing makes us. I’m sure you don’t want to have someone offer you a toy and then take it away when you reach for it. What can you two do together so you both have fun? Any ideas?”

2nd & 3rd Year

ANGER TRIGGER REFUSING TO SHARE OR TAKE TurnerS

Stop and Remember: The toddler may refuse to share, take turns, or play by the rules because it is important for her to have possessions to use in all her activities. She still regards everything as “hers.” She may be angry because she is expected to share and take turns.

Think: HELP the child learn to share and take turns. RECOGNIZE what is making her angry. Clarify the purpose of rules, sharing, and taking turns.

Say and Do: “What’s going on here? I’m upset by all this bickering. (The children will tell their versions of what happened.) Well, we have learn to share and take turns. Let me show you a fun game where you both can play with a doll.”
4th and 5th Year

ANGER TRIGGER  ARGUING

Stop and Remember: The preschooler may argue because he wants to be free to do his own projects at his own speed. He may be angry because he is expected to do chores at home or at childcare, chores such as picking up the toys, putting the books away or clearing off the play table.

Think: INTEGRATE love and respect for the child. Hear what he is saying about fairness.

Say and Do: “I feel very angry when you tell me you argue with me. Let’s talk this over in a calm way with a quite voice and see how we can settle this.”

4th and 5th Year

ANGER TRIGGER  LYING, BREAKING RULES

Stop and Remember: The preschooler may lie and break rules because he is angry about unreal expectations.

Think: RECOGNIZE the child’s anger. Clarify expectations. Discuss with the child his undesirable tactics. Hear what he is saying about fairness.

Say and Do: “Lying is not acceptable. You know what really happened. Let’s talk about why you would say such a thing or why you were coloring on the walls.”

4th & 5th year

ANGER TRIGGER  SHOUTING ANGRY WORDS, CALLING NAMES, SWEARING

Stop and Remember: He is now learning about taking the initiative and will be starting all kinds of projects. When these activities don’t come out as he planned, he will often show his frustrations through outbursts at you and others.

Think: HEAR what he is saying. He has not yet learned how to handle these feelings frustration.

Say and Do: Do you need some help building that big bridge? It sure can be frustrating, sometimes. No wonder you are angry about the bridge but I feel angry when you shout at me. Let’s try building the bridge together, but remember, you are not to yell or use bad words.
ANGER TRIGGER  DAWDLING IN EATING, DRESSING

Stop and Remember: The preschooler may dawdle in eating or dressing. His mind is on other things he is doing and he can’t concentrate on the task at hand. He may be angry because parents or caregivers rush him too much and are always setting deadlines.

Think: HEAR what is really making him dawdle. Involve the child in solving the problem. Restate goals.

Say and Do: "I feel very unhappy and upset when you take so long to eat. How can we get this good food in you? Do you have any ideas? Lets get your coat on a little quicker so we can get ready to go home."

ANGER TRIGGER  MAKING AND LEAVING MESSES WHERE WORKING OR PLAYING

Stop and Remember: The preschooler may make and leave messes where working or playing because her interests shift so fast and she wants to do everything. She may be angry with you because you won’t let her get involved in what you are doing.

Think: HEAR what the child is saying about herself. THINK ("I get annoyed by these messes. I must keep telling myself she’s at the busy, busy stage of life, and that can be very good.") EMPATHIZE with the child’s situation.

Say and Do: "Good heavens, what a mess! You have six things going on here. What can we do about this mess? Do you have any ideas of what we can do?"
4th & 5th Year

ANGER TRIGGER: HITTING, THROWING THINGS, GRABBING, BITING, SPITTING

Stop and Remember: Your preschooler may do these things because she is frustrated as she competes with another child and seems to be losing.

Think: REMEMBER She may be not know how to deal with competition or how to think about others.

SAY and DO: “NO! Stop that. You know we don’t do that.” Ask her why she did that. Whatever the reason, you can say that you understand her anger but that she cannot hit. Talk it out and show her appropriate ways to deals with her anger next time.

4th & 5th Year

ANGER TRIGGER: TEASING OTHER CHILDREN

Stop and Remember: Your preschooler may be angry and jealous because another child seems to be getting more attention than he does.

Think: KEEP the conversation in the present. Your preschooler may be unaware of how unkind teasing can be.

SAY and Do: “That’s enough! I feel really angry when you tease other kids. I don’t think you know how much teasing hurts. I don’t like to be teased, and I’m sure you don’t like it either.”

4th & 5th Year

ANGER TRIGGER: REFUSING TO SHARE, TAKE TURNS, OR PLAY BY THE RULES

Stop and Remember: At this age, she feels it is important for her to have possessions to use in all her activities. She also thinks she has to always be the winner.

Think: EMPATHIZE that she is not a cheater. She justs wants to win.

Say and Do: “We all want to win but we all have to follow the rules of the game or we’ll put away the game. Let’s go over the rules again.”
4th & 5th Year

ANGER TRIGGER: ARGUING, LYING, BREAKING RULES

Stop and Remember: Your preschooler may argue, tell lies or break rules because he wants to be free to do his own thing.

Think: INTERGRATE expressions of your own anger with expressions of love and respect. Go over again what you expect him to do and what behavior you won’t accept.

Say and Do: “I feel angry when you tell me that you finished cleaning up your room and I can see your toys and clothes everywhere. I know that you want to play outside; sometimes I would rather do something else too. But everybody needs to do their own chores so that we can keep our home a nice place in which to live.”

4th & 5th Year

ANGER TRIGGER: REFUSING TO LISTEN, TUNING ADULTS OUT

Stop and Remember: Your preschooler may not listen to others and may tune adults out because they seem to make unreasonable demands on her.

Think: She may be busy and does not want intrusions on her activities. Empathize with what the child wants to do but still Integrate love and respect with your requirements.

Say and Do: “I can understand that you still want to play. So please don’t tune me out. It makes me feel angry and hurt when you do that. Let me help you get started on putting your puzzles away and then we can all go to story time”
6th Through 11th Years

Parent Response:
- I will negotiate solutions

Rethink Skill:
- I will HEAR his reasons

6th Through 11th Years

Parent Response:
I will give help when asked

Rethink Skill:
I will help the child THINK of the situation another way

6th Through 11th Years

Parent Response:
- I will help my child express their feelings

Rethink Skill:
- I will help the child learn to manage his own anger with some RETHINK skills

6th Through 11th Years

Parent Response:
- I will express my feelings and concerns

Rethink Skill:
- I will HEAR what the child is saying and what is bothering her
6th Through 11th Years

Parent Response:
- I will ask for help in solving the problem

Rethink Skill:
- I will KEEP attention on the problem

12th Through 17th Years

Parent Response:
- I will point out consequences of behavior

Rethink Skill:
- I will help the young person learn to THINK of the situation from a different perspective

12th Through 17th Year

Parent Response:
- I will offer to negotiate

Rethink Skill:
- I will HEAR what the young person is saying and let them hear me
12th Through 17th Year

Parent Response:
• I will help to analyze the problem

Rethink Skill:
• I will HEAR her criticism about fairness

12th Through 17th Year

Parent Response:
• I will encourage alternate solutions

Rethink Skill:
• I will INTEGRATE love and respect as we both deal with the problem

12th Through 17th Year

Parent Response:
• I will help analyze the problem

Rethink Skill:
• I will KEEP the attention on the basic problem

12th Through 17th Year

Parent Response:
• I will solicit explanations

Rethink Skill:
• I will HEAR what the children are saying and help them hear each other
(Instructions: This card needs to be placed in the front of each tool box)

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TOOL BOX CARDS, SPANISH
<table>
<thead>
<tr>
<th>Primer Año</th>
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<tbody>
<tr>
<td><strong>LO QUE PROVOCÁ EL ENOJO:</strong> DESPIERTO TODO LA NOCHE</td>
<td><strong>LO QUE PROVOCÁ EL ENOJO:</strong> RECHAZANDOLO Y YENDOSE CON OTRA PERSONA</td>
</tr>
<tr>
<td>DETENGASE y Recuerde: Su niño puede tener hambre, calor, frío, puede estar orinado o tener fiebre o a lo mejor durmió mucho en la guardería, está cansado o sólo necesita que le asegure que todo está bien.</td>
<td>DETENGASE y Recuerde: Su niño depende de SU amor, a lo mejor está enojado porque lo dejó solo por mucho tiempo.</td>
</tr>
<tr>
<td>PIENSE: Su niño NO está tratando de molestarla pero necesita de su simpatía y ayuda para dormir.</td>
<td>PIENSE: RECONOZCA que no está tratando de ponerla celosa, sólo está tratando de expresar sus sentimientos.</td>
</tr>
<tr>
<td>DIGA y HAGA: “Cariño, ¿Algo te despertó? Déjame que te cargue por un ratito y te cante tu canción favorita.”</td>
<td>DIGA y HAGA: “¿Te estás divirtiendo? Me alegra que lo hayas pasado bien. Te extrañé mucho. Ahora tengo que hacer la cena y necesito tu ayuda. Eres muy bueno pasándome los utensilios de cocina.”</td>
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<th>Primer Año</th>
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<tr>
<td><strong>LO QUE PROVOCÁ EL ENOJO:</strong> TOCANDOLO TODO</td>
<td><strong>LO QUE PROVOCÁ EL ENOJO:</strong> NO ESTA HACIENDO LAS COSAS DEL MODO QUE USTED CREE O QUISIERA QUE LO HICIERA</td>
</tr>
<tr>
<td>DETENGASE y Recuerde: Su niño es curioso y el tocar es su forma de aprender sobre el mundo. Esta exploración es muy importante para el desarrollo de cada niño.</td>
<td>DETENGASE y Recuerde: Es sólo un bebé. A veces es difícil ver a otros bebés hacer cosas que el suyo no puede hacer TODAVÍA, pero cada niño es único y se desarrolla a su propio paso. ¡Todos lo hacemos!</td>
</tr>
<tr>
<td>PIENSE: Su niño probablemente se frustra cuando no puede tocar cosas pero no está tratando de molestarla.</td>
<td>PIENSE: No está ensuciando para molestarme. NOTE que su niño de veras está tratando.</td>
</tr>
<tr>
<td>DIGA y HAGA: “Mira los bloques qué bonitos. ¡Vamos a ver si podemos hacer una torre grande!” Una vez que esté interesado en algo, mueva cuidadosamente las cosas que no quiera que toque. Proteja su casa contra todo tipo de peligro para su niño y, poniéndose de rodillas, mire todo lo que su niño pudiera tocar y reemplace las cosas quebradizas con cosas para niños. NOTE que entonces va a poder disfrutar y motivar las exploraciones de su niño</td>
<td>DIGA y HAGA: ¡Qué niño tan avanzado que ya come por sí solo con su cuchara! ¡Qué tal si los dos comemos Cheerios con las manos?</td>
</tr>
<tr>
<td>LO QUE PROVOCA EL ENOJO</td>
<td>Primer Año</td>
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<tr>
<td>PATEANDO, GOLPEANDO, MORDIENDO, PELLIZCANDO, AGARRANDO</td>
<td><strong>DE VEZ EN CUANDO FORMA BERRINCHES Y RABIETAS EN PUBLICO</strong></td>
</tr>
<tr>
<td><strong>DETENGASE y Recuerde:</strong> Su niño puede estar sintiéndose inútil o frustrado porque no puede agarrar el juguete por sí mismo. Puede estar enojado porque piensa que no puede hacer nada bien o usted no ha impuesto las reglas de compartir.</td>
<td><strong>DETENGASE y Recuerde:</strong> Su niño forma berrinches porque no tiene lo que quiere y cree que todo es de él. Los berrinches no son placenteros para su niño tampoco, pero él no sabe cómo lidiar con sus emociones.</td>
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<tr>
<td><strong>PIENSE:</strong> Pare el comportamiento inaceptable y peligroso. <strong>SIGA</strong> repitiendo las reglas para compartir. Ayude a su niño a que le diga lo que le está molestando.</td>
<td><strong>PIENSE:</strong> <strong>RECUERDE</strong> que no está tratando de avergonzarla, necesita su ayuda para calmarse.</td>
</tr>
<tr>
<td><strong>DIGA y HAGA:</strong> “Ya basta cariño. Tú sabes que no está permitido patear. ¿Qué te enoja tanto que te hace patear? Dímelo para ayudarte. Sabes que las patadas duelen y a nadie le gusta el dolor.”</td>
<td><strong>DIGA y HAGA:</strong> ¡Guarde calma, (esto puede ser un reto)}! “Yo sé que estás enojado pero no te puedo dar esto ahora. Vamos a darte algo de tomar.” Cuando se haya calmado entonces puede hablar con él.</td>
</tr>
<tr>
<td>LO QUE PROVOCA EL ENOJO: NO QUIERE QUE LO ABRACEN</td>
<td>Primer Año</td>
</tr>
<tr>
<td><strong>DETENGASE y Recuerde:</strong></td>
<td><strong>MOVIESE TAN RAPIDO QUE CAMBIARLO O VESTIRLO ES DIFICULTOSO</strong></td>
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<td></td>
<td><strong>DETENGASE y Recuerde:</strong> El niño tal vez se esté moviendo porque está enojado por haberlo acomodado de una forma que no puede mover su cuerpo. Brazos, manos y piernas. El quiere libertad para aprender a manejar estas partes del cuerpo por sí solo.</td>
</tr>
<tr>
<td><strong>PIENSE:</strong> note su lenguaje corporal. Trate de ofrecer alternativas y otras opciones. <strong>IDENTIFIQUESE</strong> con la angustia del niño.</td>
<td><strong>PIENSE:</strong> <strong>SIMPATICE</strong> con sus deseo de libertad. <strong>PIENSE</strong> qué es lo que puede esperar de un niño a esta etapa de su desarrollo.</td>
</tr>
<tr>
<td><strong>DIGA y HAGA:</strong> “Está bien cariño, no quieres que te abrace. Vamos a hacer otra cosa. ¿Te gustaría leer un libro, jugar con una pelota o bailar mientras escuchamos música?”</td>
<td><strong>DIGA y HAGA:</strong> “Pareces una hormiguita movelona. Ya sé que esto no te gusta, ya pronto terminamos. Vamos a ver, ponemos este bracito por esta manga. ¡Así! Ahora el otro.”</td>
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<tr>
<td><strong>LO QUE PROVOCA EL ENOJO:</strong></td>
<td><strong>AFERRANDOSE AL PADRE, A LA MADRE O A LA PERSONA QUE LO CUIDA</strong></td>
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<tr>
<td><strong>DETENGASE y Recuerde:</strong></td>
<td><strong>DETENGASE y Recuerde:</strong></td>
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<tr>
<td>Su niño no puede decirle lo que le está molestando. Puede que esté enojado porque siente que nada le sale bien.</td>
<td>El niño se aferra al papá, la mamá o a la persona que lo cuida porque tiene miedo de que se vaya con otros niños o tiene la sensación de perderse entre tantos niños. También puede tener miedo de dejar al papá o a la mamá para entrar en la guardería.</td>
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<tr>
<td><strong>PIENSE:</strong></td>
<td><strong>PIENSE:</strong></td>
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<tr>
<td><strong>NOTE</strong> que el pequeño no siempre sabe por qué está llorando o quejándose pero piensa que sólo usted es quien le puede ayudar.</td>
<td><strong>RECONOZCA</strong> que el niño está molesto. <strong>INTEGRE</strong> amor y respeto aunque el niño se aferre. <strong>NOTE</strong> lo que lo tranquiliza para que pueda usar esa técnica en otra ocasión.</td>
</tr>
<tr>
<td><strong>DIGA y HAGA:</strong></td>
<td><strong>DIGA y HAGA:</strong></td>
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<tr>
<td>“No puedo ayudarte si no me dices lo que te pasa. No me gusta cuando lloras y te quejas. Escoge, ¿quieres jugar con tus cubos o quieres que te lea un cuento?”</td>
<td>Cuando el niño entre a la guardería, anime al padre a que se quede un rato. Relaje y consuele al niño. Dirija la atención del niño a otras actividades.</td>
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<th><strong>Dos a tres años</strong></th>
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<tr>
<td><strong>LO QUE PROVOCA EL ENOJO:</strong></td>
<td><strong>ESCAPANDOSE DE USTED O CORRIENDO HACIA LA CALLE</strong></td>
</tr>
<tr>
<td><strong>DETENGASE y Recuerde:</strong></td>
<td><strong>DETENGASE y Recuerde:</strong></td>
</tr>
<tr>
<td>Su niño tal vez chille y grite porque no quiere que usted lo domine tanto y está aprendiendo a usar palabras para expresar sus sentimientos. Puede que esté enojado porque carece de libertad para hacer lo que quiere.</td>
<td>Su niño tal vez hace esto porque disfruta de hacer algo independiente de usted y la está provocando a ver que hace. Puede estar enojado porque usted lo acuesta a dormir o porque quiere que haga algo que él no quiere hacer.</td>
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<tr>
<td><strong>PIENSE:</strong></td>
<td><strong>PIENSE:</strong></td>
</tr>
<tr>
<td><strong>MANTENGA</strong> la conversación en el presente y háblele a su niño con calma (es un reto para usted pero funciona).</td>
<td>El no está consciente de los peligros que hay en la calle y <strong>RECUERDE</strong>, él no sabe la diferencia entre correr en la calle y correr cuando juega.</td>
</tr>
<tr>
<td><strong>DIGA y HAGA:</strong></td>
<td><strong>DIGA y HAGA:</strong></td>
</tr>
<tr>
<td>Niño: “¡TE ODIO!” Usted: “No, no me odias, sólo estás enojado porque no puedes jugar con la computadora.”</td>
<td><strong>DEMUESTRELE</strong> a su niño los peligros que hay al correr hacia la calle y los peligros en general que hay al alejarse de usted. Ponga énfasis en la diferencia entre tiempo para jugar y tiempo para no jugar.</td>
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<td>Dos a tres años</td>
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<td><strong>LO QUE PROVOCA EL ENOJO:</strong></td>
<td><strong>LO QUE PROVOCA EL ENOJO:</strong></td>
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<tr>
<td><strong>GOLPEAR, TIRAR OBJETOS, AGARRAR, MORDER, ESCUPIR</strong></td>
<td><strong>SE NIEGA A USAR EL BAÑO</strong></td>
</tr>
<tr>
<td><strong>DETENGASE y Recuerde:</strong></td>
<td><strong>DETENGASE y Recuerde:</strong></td>
</tr>
<tr>
<td>Su niño tal vez haga estas cosas porque no puede agarrar ningún juguete por sí mismo y está frustrado. Puede que tampoco entienda las reglas de compartir.</td>
<td>Puede ser que su niño no esté desarrollado mentalmente para dejar lospañales. Puede que esté enojado con usted por exigirle tanto.</td>
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<tr>
<td><strong>PIENSE:</strong></td>
<td><strong>PIENSE:</strong></td>
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<tr>
<td><em>PIENSE</em> por qué está enojado. A lo mejor necesita explicarle otra vez las reglas de compartir, de no golpear, de no patear, etc.</td>
<td><em>No presione a su niño porque puede convertirse en una lucha poderosa que los hace a los dos infelices.</em></td>
</tr>
<tr>
<td><strong>DIGA y HAGA:</strong></td>
<td><strong>DIGA y HAGA:</strong></td>
</tr>
<tr>
<td>“Ya basta cariño. Tú sabes que eso no está permitido. Tú sabes que eso lastima y a nadie le gusta ser lastimado. Dele a su niño tiempo para que se calme y luego pregúntele qué es lo que lo enoja tanto y en qué lo pudiera ayudar.”</td>
<td><em>Note</em> su lenguaje corporal y dele más tiempo. Si usualmente él ya usa el baño, a lo mejor algo le está molestando hoy y ya mañana volverá a la normalidad. Recuerde, la mayoría de nosotros estamos completamente entrenados a los 18 años.</td>
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<tr>
<th>Dos a tres años</th>
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<tr>
<td><strong>LO QUE PROVOCA EL ENOJO:</strong></td>
<td><strong>LO QUE PROVOCA EL ENOJO:</strong></td>
</tr>
<tr>
<td><strong>RETIRARSE, ESCONDERSE, NEGARSE A HABLAR</strong></td>
<td><strong>BERRINCHES Y RABIETAS</strong></td>
</tr>
<tr>
<td><strong>DETENGASE y Recuerde:</strong></td>
<td><strong>DETENGASE y Recuerde:</strong></td>
</tr>
<tr>
<td>Su niño puede retirarse, esconderse o negarse a hablar con usted porque se siente avergonzado por su falta de habilidad para hacer las cosas que la complazcan o porque no puede ir con usted.</td>
<td>El pequeño puede estar haciendo sus berrinches porque no tiene lo que quiere y piensa que todo es “de él.” Puede que esté enojado porque quiere jugar con algo que no debe y usted se lo quitó.</td>
</tr>
<tr>
<td><strong>PIENSE:</strong></td>
<td><strong>PIENSE:</strong></td>
</tr>
<tr>
<td><em>Note</em> su lenguaje corporal. Puede que esté enojado y lastimado por haberlo dejado y se siente inseguro cuando usted regresa.</td>
<td><em>Empatice</em> con su deseo de divertirse. <em>Note</em> qué es lo que le ayuda a calmarse. <em>Recurse</em> que es importante poner límites. <em>Piense</em> qué puede hacer para atraer la atención del niño.</td>
</tr>
<tr>
<td><strong>DIGA y HAGA:</strong></td>
<td><strong>DIGA y HAGA:</strong></td>
</tr>
<tr>
<td>“Te extrañé mucho en mi trabajo. ¿Sabes lo que me ayudó? Bueno, tengo una foto tuya muy bonita cuando estás en el parque y está encima de mi escritorio y así te puedo ver todo el día. Ya sé, puedes escoger una foto mía para que la guardes contigo para cuando nos separemos otra vez.”</td>
<td>“Yo sé que estás enojado. Ven, déjame abrazarte. Estoy muy molesto. Siento mucho que te sientas tan enojado y tan mal. Vamos a sacar los bloques y construir algo.”</td>
</tr>
<tr>
<td>Dos a tres años</td>
<td>LO QUE PROVOCA EL ENOJO: LLORANDO Y QUEJANDOSE</td>
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<tr>
<td>DETENGASE y Recuerde:</td>
<td>El pequeño puede llorar y quejarse porque no sabe cómo decirle lo que le molesta. Puede estar enojado porque duda de sus habilidades para hacer algo correcto. También puede tener hambre o estar cansado.</td>
</tr>
<tr>
<td>PIENSE:</td>
<td>RECONOZCA el enojo en usted y en el niño. Dele opciones. Ayude al niño a verbalizar sus sentimientos. NOTE qué es lo que tranquiliza al niño.</td>
</tr>
<tr>
<td>DIGA y HAGA:</td>
<td>“No te puedo ayudar si no me dices lo que te pasa. A lo mejor necesitas descansar. ¿Tienes hambre? ¿Qué quieres hacer? Mira, puedes escoger entre jugar con tus animales o mirar un libro.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Dos a tres años</th>
<th>LO QUE PROVOCA EL ENOJO: TIRAR COSAS, AVENTAR OBJETOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DETENGASE y Recuerde:</td>
<td>El niño puede estar tirando cosas y aventando objetos porque está frustrado tratando de hacer una torre con los cubos. Puede que esté interesado en explorar cómo se siente o a lo mejor le gusta escuchar cuando tira o avienta cosas.</td>
</tr>
<tr>
<td>PIENSE:</td>
<td>NOTE qué es lo que lo tranquiliza para que usted use esa técnica otra vez. PIENSE en alternativas para resolver el problema. Ponga reglas mientras ofrezca ayuda. Muestre consecuencias.</td>
</tr>
<tr>
<td>DIGA y HAGA:</td>
<td>“No, eso no se hace. Los cubos no se tiran. Si necesitas ayuda, pídemela. Tú sabes como se usan los cubos sin tirarlos. Yo sé que es frustrante hacer una torre. ¿Puedo ayudarte? Podemos poner algunos más abajo. Si tiras los cubos otra vez te los voy a quitar.” (o puede decir “Si tiras los cubos otra vez los voy a guardar”).</td>
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<tr>
<th>Dos a tres años</th>
<th>LO QUE PROVOCA EL ENOJO: REHUSARSE A COMPARTIR O A TOMAR TURNOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DETENGASE y Recuerde:</td>
<td>El pequeño rehúsa compartir, tomar turnos o jugar bajo las reglas porque es importante para él tener posesiones para usar en todas sus actividades. El todavía piensa que todo es “de él.” El puede estar enojado porque se espera que comparta y que tome turnos.</td>
</tr>
<tr>
<td>PIENSE:</td>
<td>Ayude al niño a aprender a compartir y a tomar turnos. Reconozca qué es lo que lo enoja. Clarifique el propósito de las reglas de compartir y tomar turnos.</td>
</tr>
<tr>
<td>DIGA y HAGA:</td>
<td>“¿Qué está pasando aquí? Estoy enojada por toda esta pelea (los niños dirán sus versiones de lo que pasó). Bueno, hemos aprendido a compartir y tomar turnos. Déjenme enseñarles un juego divertido donde ambos pueden jugar con el muñeco.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dos a tres años</th>
<th>LO QUE PROVOCA EL ENOJO: BURLARSE DE LA FAMILIA Y OTROS NIÑOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DETENGASE y Recuerde:</td>
<td>El pequeño puede burlarse de un familiar u otro niño porque no sabe lo cruel que es. El puede estar enojado porque algún familiar u otro niño tiene más atención que él y está celoso.</td>
</tr>
<tr>
<td>PIENSE:</td>
<td>Ayude al niño a IDENTIFICARSE con el otro niño. Ayude al niño a aprender a escuchar al otro. Enseñe alternativas (“¿Qué más se puede hacer?”). Pure cualquier conducta inaceptable o peligrosa.</td>
</tr>
<tr>
<td>DIGA y HAGA:</td>
<td>“Basta, no creo que te des cuenta que tan infelices nos hace que te burles. Estoy segura de que a ti no te gustaría que alguien te ofreciera un juguete y luego te lo quitara cuando lo vas a agarrar.” ¿Qué pueden hacer juntos para que los dos se diviertan? ¿Alguna idea?</td>
</tr>
<tr>
<td>Cuatro a cinco años</td>
<td>Cuatro a cinco años</td>
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<tr>
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<tr>
<td><strong>LO QUE PROVOCA EL ENOJO:</strong></td>
<td><strong>LO QUE PROVOCA EL ENOJO:</strong></td>
</tr>
<tr>
<td>MENTIR Y QUEBRAR REGLAS</td>
<td>DISCUTIR</td>
</tr>
<tr>
<td>DETENGASE y Recuerde:</td>
<td>DETENGASE y Recuerde:</td>
</tr>
<tr>
<td>El preescolar puede mentir y quebrar las reglas porque le enfaden las expectativas poco realistas.</td>
<td>El preescolar puede estar discutiendo porque quiere estar libre para hacer sus propios proyectos a su propia velocidad. Puede estar enojado porque se espera que haga sus propias tareas en la casa o guardería. Tareas como recoger la mesa donde juega.</td>
</tr>
<tr>
<td><strong>PIENSE:</strong></td>
<td><strong>PIENSE:</strong></td>
</tr>
<tr>
<td>RECONOZCA el enojo del niño. Clarifique las expectativas. Discuta con el niño sus tácticas indeseables. Escuche lo que él tiene que decir sobre lo que él piensa que es justo.</td>
<td>INTEGRE amor y respeto para el niño. ESCUCHE lo que él tenga que decir sobre lo que es justo.</td>
</tr>
<tr>
<td><strong>DIGA y HAGA:</strong></td>
<td><strong>DIGA y HAGA:</strong></td>
</tr>
<tr>
<td>“Mentir es inaceptable. Tú sabes lo que pasó. Vamos a platicar del por qué dices tremenda mentira o por qué estás pintando en las paredes.”</td>
<td>Me siento muy enojada cuando discutes contigo. Vamos a calmarnos y a platicar suavemente; así vamos a arreglar esto.</td>
</tr>
<tr>
<td><strong>LO QUE PROVOCA EL ENOJO:</strong></td>
<td><strong>LO QUE PROVOCA EL ENOJO:</strong></td>
</tr>
<tr>
<td>ENTRETENERSE AL COMER O VESTIR</td>
<td>GRITAR PALABRAS DE ENOJO, LLAMAR APODOS OFENSIVOS, DECIR MALAS PALABRAS</td>
</tr>
<tr>
<td>DETENGASE y Recuerde:</td>
<td>DETENGASE y Recuerde:</td>
</tr>
<tr>
<td>El preescolar puede entretenerse al comer o vestir. Su mente está en otras cosas que hace y no puede concentrarse en su tarea. Puede estar enojado porque sus padres y personas que lo cuidan lo apuran mucho y siempre le imponen plazos.</td>
<td>El niño está aprendiendo a tomar la iniciativa y emprenderá todo tipo de proyectos. Cuando estas actividades no le salgan como él planeó, demostrarás sus frustraciones con arranques de ira hacia usted y otros.</td>
</tr>
<tr>
<td><strong>PIENSE:</strong></td>
<td><strong>PIENSE:</strong></td>
</tr>
<tr>
<td>ESCUCHE qué es lo que de veras lo entretiene. Involucre al niño para que resuelva el problema. Imponga metas.</td>
<td>ESCUCHE lo que él le está diciendo. Todavía no a aprendido a manejar su frustración.</td>
</tr>
<tr>
<td><strong>DIGA y HAGA:</strong></td>
<td><strong>DIGA y HAGA:</strong></td>
</tr>
<tr>
<td>“Me siento muy triste y molesta cuando te tardas mucho en comer. ¿Qué podemos hacer para que te comes toda la comida? ¿Tienes alguna idea? Vamos a ponerte tu abrigo más rápido para estar listos para ir a la casa.”</td>
<td>“¿Quieres que te ayude a construir ese puente tan grande? Yo sé que a veces puede ser frustrante. Con razón estás enojado, pero yo también me enojo cuando me gritas. Vamos a tratar de construirlo juntos pero recuerda, sin gritar ni usar malas palabras.”</td>
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<tr>
<td>Cuatro a cinco años</td>
<td>Cuatro a cinco años</td>
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<tr>
<td><strong>LO QUE PROVOCÁ EL ENOJO:</strong></td>
<td><strong>LO QUE PROVOCÁ EL ENOJO:</strong></td>
</tr>
<tr>
<td>GOLPEAR, TIRAR COSAS, AGARRAR, MORDER, ESCUPIR</td>
<td>HACER DESORDEN Y DEJAR TODO REGADO EN CADA LUGAR QUE JUEGA</td>
</tr>
<tr>
<td><strong>DETENGASE y Recuerde:</strong></td>
<td><strong>DETENGASE y Recuerde:</strong></td>
</tr>
<tr>
<td>Es posible que su preescolar se porte de esta manera porque se siente frustrado cuando compite con otro niño y siente que está perdiendo.</td>
<td>El preescolar puede hacer desorden y dejar todo regado donde juega porque sus intereses cambian muy rápido y quiere hacerlo todo. Puede que se enoje con usted porque no deja que se involucre en lo que usted está haciendo.</td>
</tr>
<tr>
<td><strong>PIENSE:</strong></td>
<td><strong>PIENSE:</strong></td>
</tr>
<tr>
<td>RECUEERDE, puede que no sepa cómo lidiar con la competencia o con el éxito de otros.</td>
<td>ESCUCHE qué es lo que el niño dice sobre sí mismo.</td>
</tr>
<tr>
<td><strong>DIGA y HAGA:</strong></td>
<td><strong>DIGA y HAGA:</strong></td>
</tr>
<tr>
<td>“¡No! ¡Basta! Tú sabes que eso no se hace.” Pregúntele por qué lo hizo. Cualquiera que sea la razón, diga que entiende su enojo pero que no puede golpear. Platíquele y enséñele formas apropiadas de manifestar su enojo la próxima vez que esto suceda.</td>
<td>“¡Válgame Dios, qué desorden! Estás haciendo seis cosas al mismo tiempo. ¿Qué podemos hacer con este desorden? ¿Tienes alguna idea?”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cuatro a cinco años</th>
<th>Cuatro a cinco años</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO QUE PROVOCÁ EL ENOJO:</strong></td>
<td><strong>LO QUE PROVOCÁ EL ENOJO:</strong></td>
</tr>
<tr>
<td>NO ACEPTA COMPARTIR, TOMAR TURNOS O JUGAR RESPETANDO LAS REGLAS</td>
<td>BURLARSE DE OTROS NIÑOS</td>
</tr>
<tr>
<td><strong>DETENGASE y Recuerde:</strong></td>
<td><strong>DETENGASE y Recuerde:</strong></td>
</tr>
<tr>
<td>A esta edad, él piensa que es importante tomar posesión en todas las actividades. También piensa que siempre tiene que ser él, el ganador.</td>
<td>Su preescolar puede estar enojado y celoso porque otro niño atrae más atención que él.</td>
</tr>
<tr>
<td><strong>PIENSE:</strong></td>
<td><strong>PIENSE:</strong></td>
</tr>
<tr>
<td>IDENTIFIQUESE con él, el niño no es tramposo, sólo quiere ganar.</td>
<td>MANTENGA la conversación en el presente. Es posible que su preescolar no esté alerta de lo cruel que es la burla.</td>
</tr>
<tr>
<td><strong>DIGA y HAGA:</strong></td>
<td><strong>DIGA y HAGA:</strong></td>
</tr>
<tr>
<td>“Todos queremos ganar pero tenemos que seguir las reglas del juego o tendremos que guardar el juego. Vamos a repasar las reglas otra vez.”</td>
<td>“¡Ya basta! Me enoja mucho que te burlas de otros niños. No creo que te des cuenta lo cruel que es burlarse de alguien. No me gusta que se burlen de mí y estoy segura que a ti tampoco te gusta que se burlen de ti.”</td>
</tr>
<tr>
<td>Cuatro a cinco años</td>
<td>Cuatro a cinco años</td>
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<td>---------------------</td>
<td>---------------------</td>
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<tr>
<td><strong>LO QUE PROVOCA EL ENOJO:</strong></td>
<td><strong>LO QUE PROVOCA EL ENOJO:</strong></td>
</tr>
<tr>
<td>REHUSARSE A ESCUCHAR, IGNORAR ADULTOS</td>
<td>DISCUTIR, MENTIR, QUEBRAR REGLAS</td>
</tr>
<tr>
<td><strong>DETENGASE</strong> y <strong>Recuerde:</strong></td>
<td><strong>DETENGASE</strong> y <strong>Recuerde:</strong></td>
</tr>
<tr>
<td>Su preescolar puede que no le escuche y le ignore porque le parece que le está exigiendo demasiado.</td>
<td>Su preescolar puede pelear, decir mentiras o romper las reglas porque quiere ser libre para hacer lo suyo.</td>
</tr>
<tr>
<td><strong>PIENSE:</strong></td>
<td><strong>PIENSE:</strong></td>
</tr>
<tr>
<td>Puede estar enojado y no quiere que lo molesten cuando está haciendo sus actividades. Identifíquese con lo que el niño quiere hacer. Integre amor y respeto con sus requisitos.</td>
<td>INTEGRE expresiones de su propio enojo con expresiones de amor y respeto. Repítale otra vez qué es lo que usted espera que él haga y cuál es el comportamiento que usted no acepta.</td>
</tr>
<tr>
<td><strong>DIGA y HAGA:</strong></td>
<td><strong>DIGA y HAGA:</strong></td>
</tr>
<tr>
<td>“Entiendo que todavía quieres jugar pero por favor no me ignores, eso me enoja y me duele. Déjame ayudarte a recoger tu rompecabezas y después vamos a la hora de cuentos.”</td>
<td>“Me enoja cuando me dices que terminaste de limpiar tu cuarto y veo ropa y juguetes por todos lados. Ya sé que quieres ir a jugar afuera. A veces yo también quiero hacer otras cosas pero todos necesitamos hacer nuestras tareas para mantener nuestra casa limpia y bonita que es el lugar donde vivimos.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seis a once años</th>
<th>Seis a once años</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respuesta del Padre o de la Madre:</strong></td>
<td><strong>Respuesta del Padre o de la Madre:</strong></td>
</tr>
<tr>
<td>Daré ayuda cuando se me pida.</td>
<td>Negociaré soluciones.</td>
</tr>
<tr>
<td><strong>Forma de Razonar:</strong></td>
<td><strong>Forma de Razonar:</strong></td>
</tr>
<tr>
<td>Ayudaré al niño a <strong>RAZONAR</strong> la situación de otra forma.</td>
<td>ESCUCHARE sus razones.</td>
</tr>
<tr>
<td>Edad</td>
<td>Respuesta del Padre o de la Madre:</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Seis a once años</td>
<td>Expresaré mis sentimientos y mi interés.</td>
</tr>
<tr>
<td>Doce a dieciséis años</td>
<td>Señalaré las consecuencias de su comportamiento.</td>
</tr>
<tr>
<td>Seis a once años</td>
<td>Ayudaré a mi hijo a expresar sus sentimientos.</td>
</tr>
<tr>
<td>Seis a once años</td>
<td>Buscaré ayuda para resolver el problema.</td>
</tr>
<tr>
<td>Edad</td>
<td>Respuesta del Padre o de la Madre</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>12-17</td>
<td><strong>Ayudaré a analizar el problema.</strong></td>
</tr>
<tr>
<td>12-17</td>
<td><strong>Ofreceré negociaciones.</strong></td>
</tr>
<tr>
<td>12-17</td>
<td><strong>Analizaré el problema.</strong></td>
</tr>
<tr>
<td>12-17</td>
<td><strong>Animaré a tomar soluciones alternativas.</strong></td>
</tr>
<tr>
<td>Doce a diecisiete años</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Respuesta del Padre o de la Madre:</strong></td>
<td></td>
</tr>
<tr>
<td>Solicitaré explicaciones.</td>
<td></td>
</tr>
<tr>
<td><strong>Forma de Razonar:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ESCUCHARE</strong> lo que los niños dicen y los ayudaré a escucharse unos a otros.</td>
<td></td>
</tr>
</tbody>
</table>
EVALUATIONS
ANGER MANAGEMENT EVALUATION

Date                                             Facility (Place)

Please answer the questions below to help us review the workshop’s content and identify what you have learned.

1. Circle a number on the following scale to signify your level of understanding BEFORE this workshop about your awareness of the importance of recognizing and controlling anger.

<table>
<thead>
<tr>
<th>low level of knowledge</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>high level of knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Circle a number on the following scale to signify your level of understanding AFTER this workshop about your awareness of the importance of recognizing and controlling anger.

<table>
<thead>
<tr>
<th>low level of knowledge</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>high level of knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Circle the number on the following scale to signify how confident you feel about your ability to effectively use the information presented in this workshop.

<table>
<thead>
<tr>
<th>not confident at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>very confident</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. How would you rate this workshop?

<table>
<thead>
<tr>
<th>Very poor</th>
<th>excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

On the back write any suggestions that could improve this workshop.
EVALUACION DEL PROGRAMA DIVIERTANSE JUGANDO

Fecha  Lugar

Por favor responda a las siguientes preguntas y nos ayudará a revisar el contenido del grupo de estudio y identificar lo que usted ha aprendido.

1. Circule el número en la escala siguiente que significa su nivel de entendimiento ANTES de participar en el grupo de estudio, con relación a su conocimiento de lo importante que es emplear las actividades de desarrollo apropiadas.

<table>
<thead>
<tr>
<th>bajo nivel de entendimiento</th>
<th>alto nivel de entendimiento</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

2. Circule el número en la escala siguiente que significa su nivel de entendimiento DESPUES de participar en el grupo de estudio, con relación a su conocimiento de lo importante que es emplear las actividades de desarrollo apropiadas.

<table>
<thead>
<tr>
<th>bajo nivel de entendimiento</th>
<th>alto nivel de entendimiento</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

3. Circule el número en la escala siguiente que significa lo confiado(a) que esté usted en su habilidad de utilizar efectivamente los materiales ofrecidos en este grupo de estudio.

<table>
<thead>
<tr>
<th>nada confiado(a)</th>
<th>muy confiado(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

4. ¿Qué calificación le diera usted al grupo de estudio?

<table>
<thead>
<tr>
<th>baja calificación</th>
<th>excelente calificación</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

En la parte de atrás de esta página, escriba cualquier sugerencia que en su opinión pudiera mejorar este grupo de estudio.
POSTERS
RECOGNIZE WHEN YOU ARE ANGRY
R – RECOGNIZE

RECOGNIZE WHEN YOU ARE ANGRY.

Recognize when you are feeling angry, when your child is feeling angry. . . . Or when anger is a cover-up for other feelings like fear, shame, stress, fatigue, or embarrassment. Teach your child to recognize his feelings of anger.

- What are you thinking about when you are angry?

- Who is angry? You or the other person?

- What is the cause of your anger?
EMPATHIZE AND SEE THE POINT OF VIEW OF THE PERSON MAKING YOU ANGRY
E – EMPATHIZE

CAN YOU EMPATHIZE AND SEE THE POINT OF VIEW OF THE PERSON WHO IS MAKING YOU ANGRY?

What is the other person feeling, thinking, experiencing? Can you remember having the same feelings? Teach your child to step back during an anger attack and then empathize by stepping into the other person’s shoes. Just as you are trying to understand how your child feels, help him understand how you feel. Learn to use “I” messages to express your feeling: “I feel angry when . . . I am hurt. . . .”

- If you were in the other person’s shoes, how would you feel?

- Can you think of a few reasons the person did what he did besides intentionally wanting to hurt you?

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THINK ABOUT WHAT IS GETTING YOU ANGRY
**T – THINK**

**THINK ABOUT WHAT IS GETTING YOU ANGRY.**

Do you know what you THINK about that gets you angry?

Often, our anger comes from the way we look at things. Can you think about the same situation in a different way? Can you find some humor in it? What can you tell yourself to change the way you feel? Teach your child to look at an anger situation differently so that she can find a constructive solution.

- What are the exact words you are saying to yourself?

- What else could you tell yourself that would not magnify your feelings of anger?

- Can you find one or two funny things about your situation?
HEAR WHERE THE OTHER PERSON IS COMING FROM
H – HEAR

HEAR WHERE THE OTHER PERSON IS COMING FROM.

Do you really HEAR where the other person is coming from?

Hear what the other person is saying . . . the feelings as well as the words. Look him in the eye. Repeat what you are hearing to make sure you understand correctly. Teach your child to listen actively, to hear the feeling as well as the content of what you are saying.

- What is the other person upset or worried about?

- Can you let the other know that you understand where he is coming from by your body language and words?

- Can you tell him in words that you know he is angry, upset, hurt, scared, frightened, and so on?
INTEGRATE

EXPRESSIONS OF YOUR ANGER WITH
EXPRESSIONS OF LOVE AND RESPECT
I – INTEGRATE

INTEGRATE EXPRESSIONS OF YOUR ANGER WITH EXPRESSIONS OF LOVE AND RESPECT.

Integrate love and respect with an honest expression of your anger. Your child may be afraid to show anger because he thinks you will stop loving him. Let your child know that angry feelings will not break the bonds of love. And even if he begins expressing his anger in ways that seem disrespectful, let her talk it out for a while. Later you can teach him more respectful ways to express anger.

- How can a person get something off her chest without upsetting another person?

- How does the tone of voice affect a conversation—even one about angry feelings?

- How does a gentle touch on the shoulder or hand affect a conversation—even one about angry feelings?

- Can you say, “I’m angry at you, but that doesn’t mean I don’t love you or that I am going to leave you. It means we have a problem to solve?”
NOTICE HOW YOUR BODY FEELS WHEN YOU ARE ANGRY
NOTICE HOW YOUR BODY FEELS WHEN YOU ARE ANGRY.

Do you know what your body feels like, what to NOTICE about your body when you are angry?

Notice what your body feels like when you are angry: increased heart rate, change in breathing, headache, upset stomach, tension in your muscles. Also notice what helps you calm down. Teach your child to recognize his body’s anger signals. Talk about what cools you down; this will help your child to calm himself.

- What is your heart doing when you are angry?
- What does your neck feel like when you are angry?
- Do you know how to relax your body? Do you know the types of exercises that will make you feel better?
- What does your head feel like when you are angry?
- Do you know that it is OK to walk away when someone else is losing control? (it takes two to have an argument.)
KEEP THE CONVERSATION IN THE PRESENT
K – KEEP

KEEP THE CONVERSATION IN THE PRESENT.

Do you know how to KEEP the conversation in the present?

KEEP your attention on the present problem. Don’t bring up old grudges. Focus on the action that is causing the problem. Talk about that problem and the possible solutions.

- Do you know how to avoid opening old wounds?
- Do you know how to forgive and forget?
- Why do you think it is important to forgive and forget?
- Do you know what it means to “pick your battles carefully”?
- Do you know how to control yourself so you don’t bring up hurts and problems that were left unresolved in the past?
R - Recognize
E - Empathize
T - Think
H - Hear
I - Integrate
N - Notice
K - Keep
REFERENCES

SPECIAL DIRECTIONS
**References**


**Special Directions**

Tool boxes are made up of 3X5 cards with anger triggers printed on them, English one side, Spanish the other side. Cards are then placed in a plastic recipe box that holds 3X5 cards.