



Applying New Knowledge:  
Learning & Transfer

**Child Care Training Consultants, LLC**

Accredited by International Association for Continuing Education and Training (IACET)

**Dr. Theresa Vadala**

# Anger Management:

## I am so MAD!

Handling children's anger can be puzzling, draining, and distressing for adults. In fact, one of the major problems in dealing with anger in children is the angry feelings that are often stirred up in us. It has been said that we as, teachers need to remind ourselves that we were not always taught how to deal with anger as a fact of life during our own childhood. We were led to believe that to be angry was to be bad, and we were often made to feel guilty for expressing anger.



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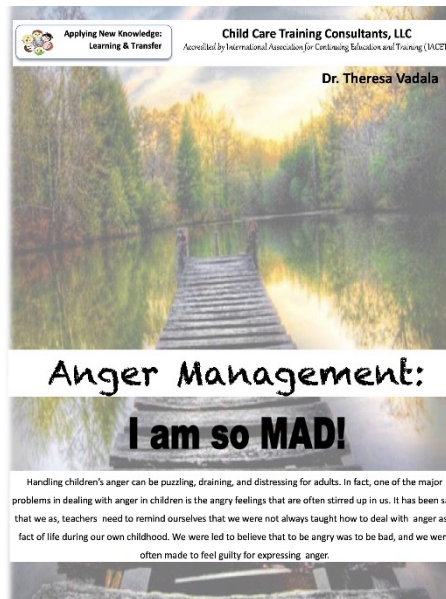
*Accredited by International Association for Continuing Education and Training (IACET)*

### **Anger Management: I am so Mad!**

**Theresa Vadala, Ed. D**

**Child Care Training Consultants, LLC**

**Las Vegas, Nevada 89139**



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**CKA 2: Positive Interaction and Guidance**

**Title: NV CKA2.G Anger Management: I Am So MAD!**

**3 Hours**

**0.3 CEUs**



**Dr. Theresa Vadala**  
**(Instructor & Curriculum Designer)**





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**Thank you for choosing  
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**Learning Assessment**

Read the material provided, take the 5-10 quiz questions and  
complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of completion.

**Questions?**

We are happy to help.

**Support Services:**

**Please contact us 24/7 at**

**[childcaretrainingconsultants1@gmail.com](mailto:childcaretrainingconsultants1@gmail.com)**

**Business # 702.837.2434**







### **Child Care Training Consultants LLC., Goal**

The goal is to empower educators as they take Child Development Associate (CDA) courses to make a powerful difference in the lives of young children!

### **Mission Statement**

“Child Care Training Consultants, LLC’s is committed to provide research-based professional growth and development training courses primarily focused on the Child Development Associate. The CDA is the nation’s premier credential that is transferable, valid, competency-based and nationally recognized in all 50 states, territories, the District of Columbia, community colleges and the United State Military.

### **Vision**

Child Care Training Consultants, LLC’s vision is to provide the early childhood community with courses based on CDA competency standards to obtain their CDA Credential and assist in reaching their goal as an exceptional early childhood educator to ultimately achieve higher child outcomes.





### **About the Instructor**

Theresa has over 30 years experience in the field of Early Childhood Education. During that time, she served as a Preschool Teacher, Disabilities Coordinator, Program Facilitator, and Director of an Early Childcare Program. She has a Doctoral Degree in Educational Leadership with Specialization in Curriculum and Instructional Design. Theresa is a Professional Growth & Development Trainer and Curriculum Designer and offers web-based courses internationally. She is the Executive Director/Owner of the training organization Child Care Training Consultants, LLC., (CCTC).



### **Business Description**

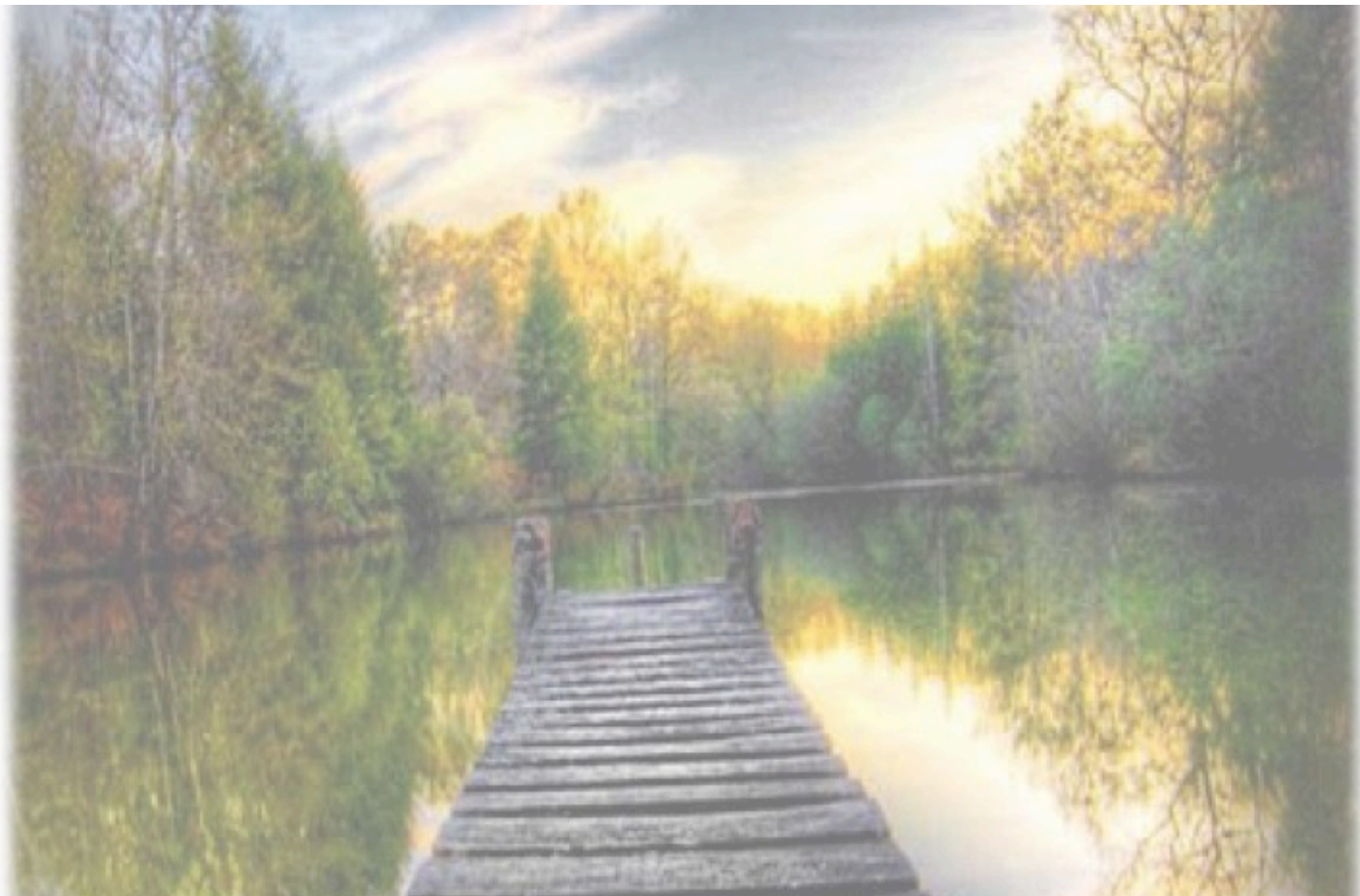
Child Care Training Consultants, LLC. (CCTC) is an accredited provider (AP) with the International Association for Continuing Education and Training (IACET) that provides Continuing Education Units (CEU) for adult education nationally. The business is also a recognized training organization with the Council for Professional Recognition, Child Development Associate Council (CDA), National Credentialing Program.



# Learning Objectives

**By the end of the training participants will be able to:**

- 1) Recognize the difference between anger and aggression and how to help children learn from adults
- 2) Identify their own values as they work with young children given the resources from the Anger Management Training
- 3) Implement clear communication skills between adult care providers and the children in their care
- 4) Organize an early child care facility environment to minimize aggression



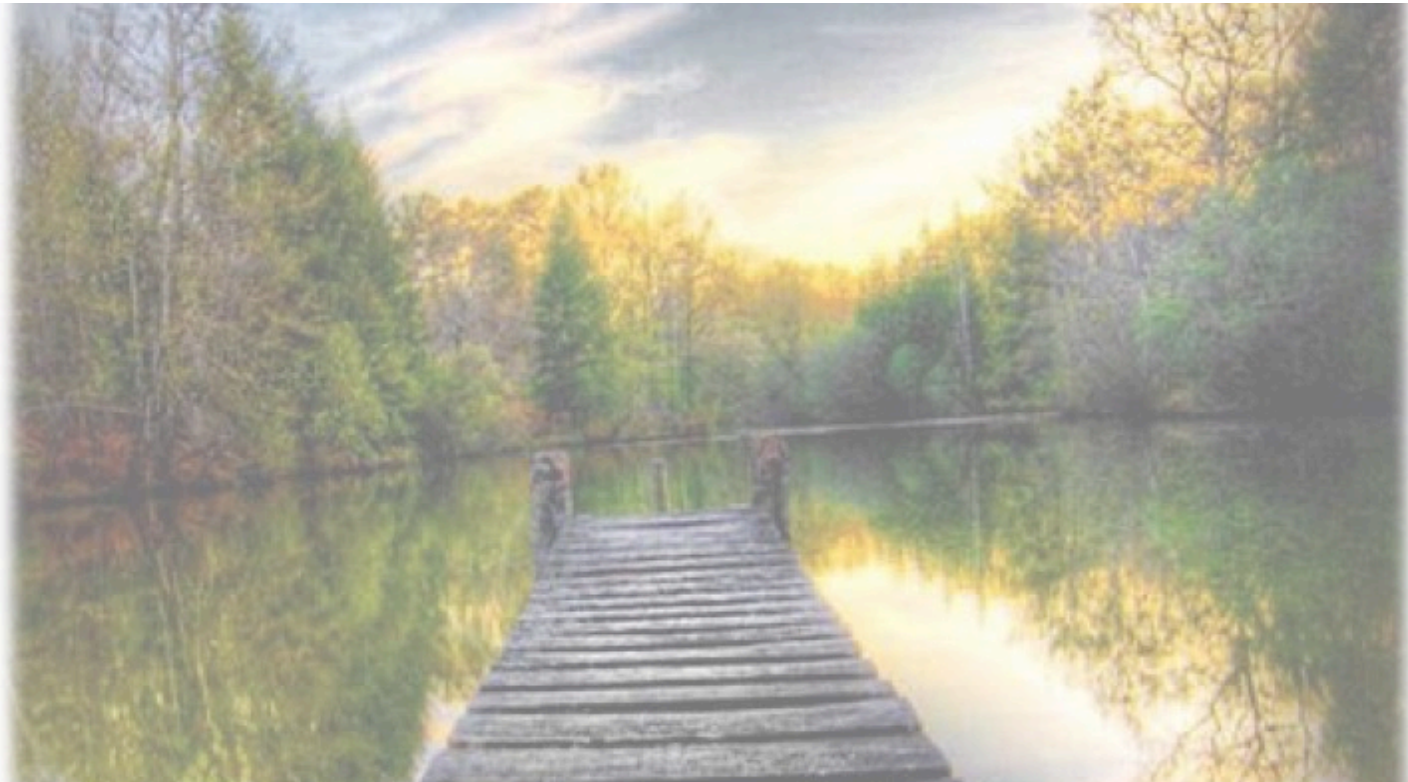




## Agenda

- What is ANGER?
- How do you deal with your anger?
- Techniques to deal with anger

Our goal is not to repress or destroy angry feelings in children—or in ourselves—but rather to accept the feelings and to help channel and direct them to constructive ends.







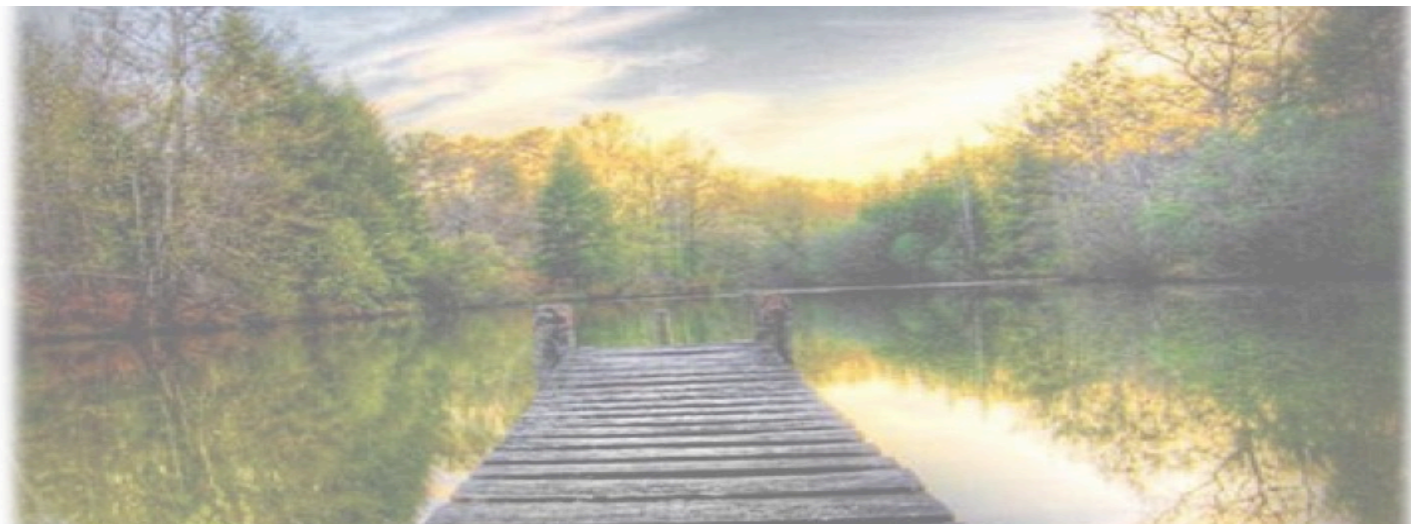
# Anger verses Aggression

- Anger is a temporary emotional state caused by frustration
- Aggression is often an attempt to hurt a person or to destroy property

Before we look at specific ways to manage aggressive and angry outbursts, several points should be highlighted: We should distinguish between anger and aggression.

Anger is a temporary emotional state caused by frustration; aggression is often an attempt to hurt a person or to destroy property.

Anger and aggression do not have to be dirty words. In other words, in looking at aggressive behavior in children, we must be careful to distinguish between behavior that indicates emotional problems and behavior that is normal.



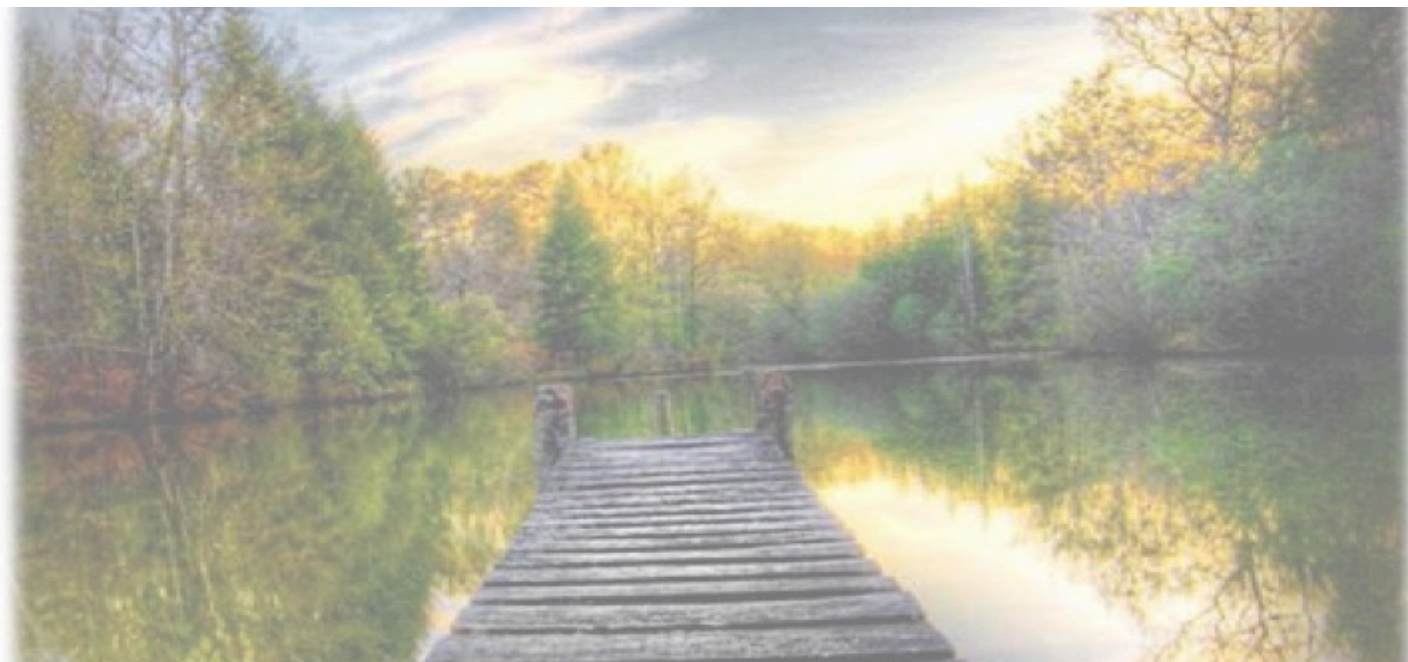


# Anger verses Aggression

- Anger is a temporary emotional state caused by frustration
- Aggression is often an attempt to hurt a person or to destroy property

In dealing with angry children, our actions should be motivated by the need to protect and to reach, not by a desire to punish. Teachers should show a child that they accept his or her feelings, while suggesting other ways to express the feelings. An adult might say, for example, "Let me tell you what some children would do in a situation like this..." It is not enough to tell children what behaviors we find unacceptable. We must teach them acceptable ways of coping. Also, ways must be found to communicate what we expect of them.

Contrary to popular opinion, punishment is not the most effective way to communicate to children what we expect of them.





# Fight or Flight

- Walter Cannon (1915)
- His theory states that animals react to threats with a general discharge of the sympathetic nervous system, priming the animal for fighting or fleeing.

## *What is the "fight or flight response?"*

The "fight or flight response" is our body's primitive, automatic, inborn response that prepares the body to "fight" or "flee" from perceived attack, harm or threat to our survival.

When we experience excessive stress—whether from internal worry or external circumstance—a bodily reaction is triggered, called the "fight or flight" response. Originally discovered by the great Harvard physiologist Walter Cannon, this response is hard-wired into our brains and represents a genetic wisdom designed to protect us from bodily harm. This response actually corresponds to an area of our brain called the hypothalamus, which—when stimulated—initiates a sequence of nerve cell firing and chemical release that prepares our body for running or fighting.

When our fight or flight response is activated, sequences of nerve cell firing occur and chemicals like adrenaline, noradrenaline and cortisol are released into our bloodstream.

Our respiratory rate increases. Blood is shunted away from our digestive tract and directed into our muscles and limbs, which require extra energy and fuel for running and fighting. Our pupils dilate. Our awareness intensifies. Our sight sharpens. Our impulses quicken. Our perception of pain diminishes. Our immune system mobilizes with increased activation. We become prepared—physically and psychologically—for fight or flight.







# The Anger in YOU

- Understand what *makes* you angry
- Recognize the signs of beginning anger
- Find constructive ways to put anger to work



Anger is a fact of life. Our world is filled with violence, hatred, war, and aggression. Psychologically, many theories of human development focus on the infant's struggle with anger and frustration and the primitive fantasies of aggression, guilt, and reparation that result from these feelings. In essence, we grow up with anger right from the beginning of life.

Even though this might seem like an obviously simple point, many persons still have a deep reluctance to grasp it: *Anger is a common human experience*. We all encounter it. And we encounter it more often than we like to admit.

We all feel hurt or irritated when someone or something obstructs our needs or desires. Anger, though, is not truly an emotion. In its technical sense, anger refers to the *desire* to “get even with”—that is, to take revenge on—the *cause* of the hurt.





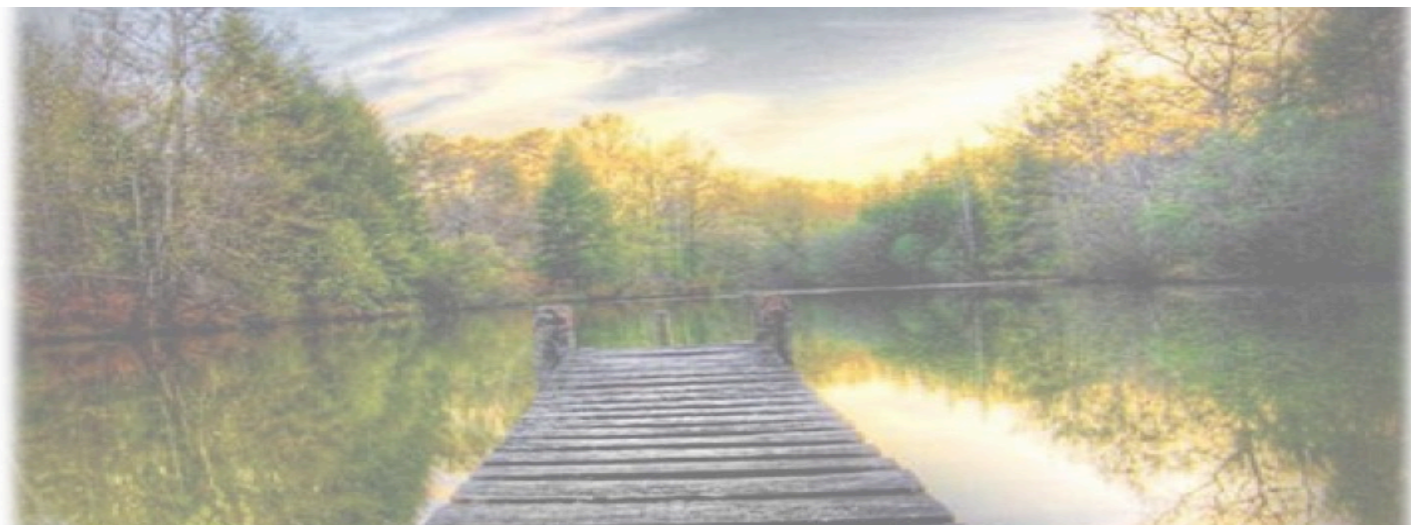
# The Anger in YOU

- Understand what *makes* you angry
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For example, when another car suddenly cuts in front of your car on the road, adrenaline pumps into your bloodstream. Your heart rate jumps. Your blood pressure surges. These things, however, are just immediate fight-or-flight *physiological responses* to a perceived threat.

Then, in a split second, as a *psychological reaction* to those immediate physiological responses, indignation and animosity toward the other driver overrun your mind. And then, in split second after these feelings erupt, you fall into the desire for revenge. You honk your horn. You give a dirty look. You scream or curse. And there you have it: anger.

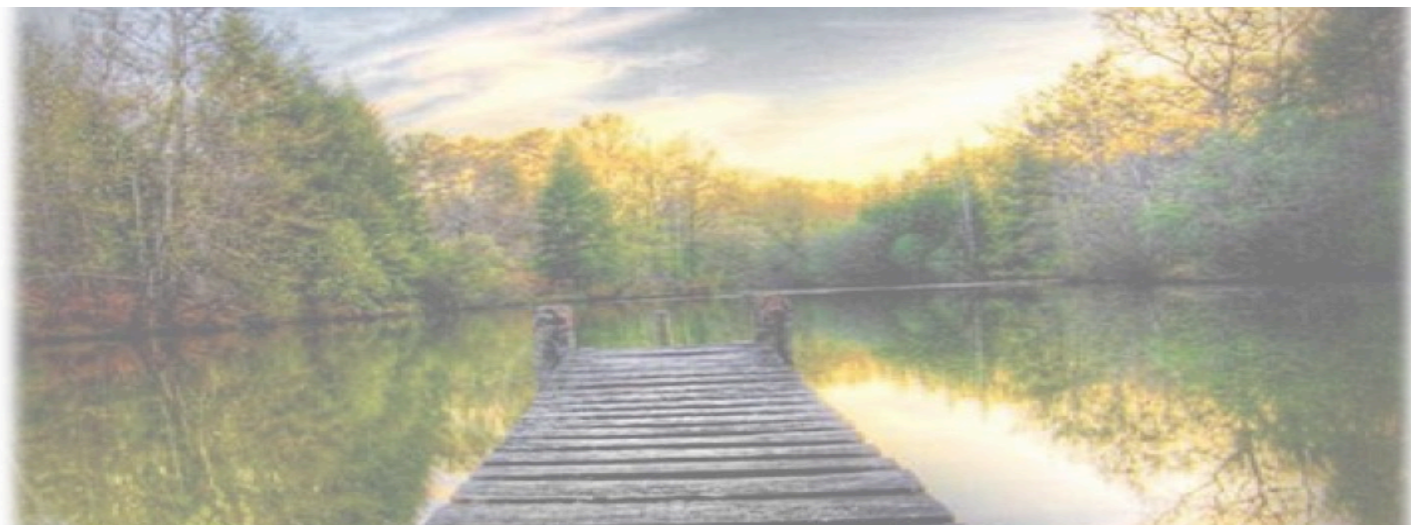




## Two types of anger

- **Anger In:** This is feeling angry but directing it toward oneself. It is depression or suppressed hostility
- **Anger Out:** This is feeling angry and directing it toward other persons or things, or outwardly directed anger. It is the showing of repressed hostility and resentment

The open expression of anger out by one person on another person is almost always followed by guilt. Immediately the person may feel some elation for having "gotten it out" but the frequent normal response is guilt. Guilt then will lead to remorse that the person had been so hard or mean to the person upon whom the anger was vented. This remorse will function like a "self-checking" device and result in the anger being held in so that the anger becomes "anger in," which can lead to depression. This "anger in" over time will lead to resentment towards the original person towards whom the open anger expression was delivered. If this person down the road begin to irritate the "angry person" over time the anger person will not hold in any more and express anger out all over again. Leading to a repeat of the anger cycle of guilt, remorse, anger in, resentment, irritation and anger out expression. This is a maladaptive model of handling anger







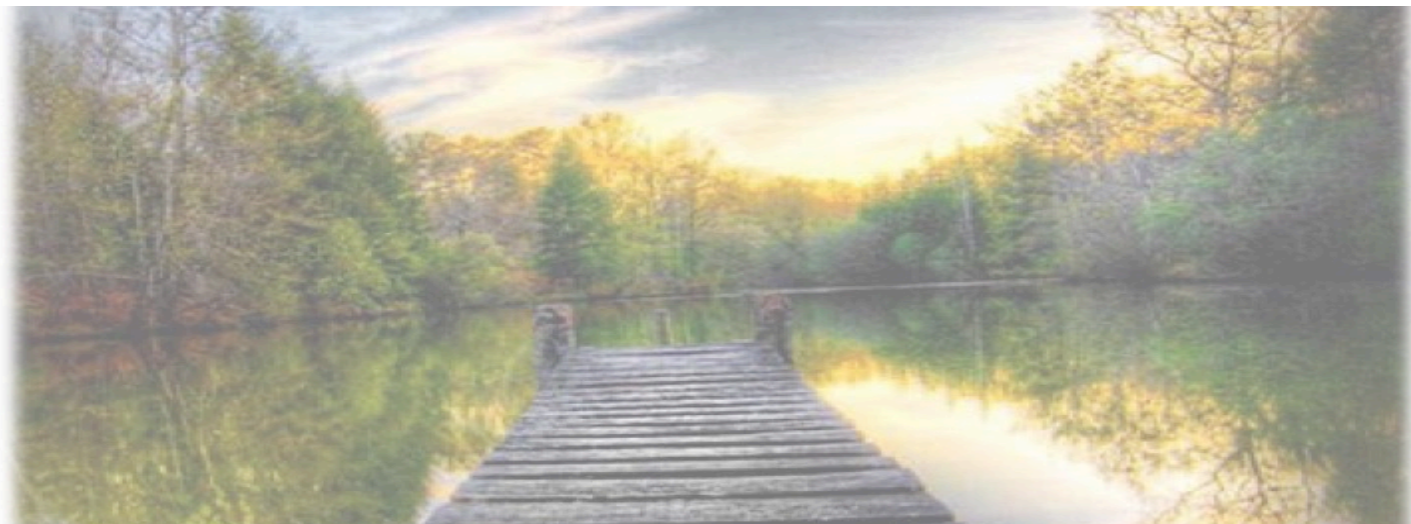
# Physical

- The way our body reacts to anger
  - Depression
  - Hypertension
  - Poor Health



When a cartoon character gets angry, steams comes out the ears, red creeps over the body from head to toe and there may even be an explosion or two. It's not as entertaining to watch in real life, but the state of anger causes physical effects in us as well. The response varies from person to person, but some symptoms include teeth grinding, fists clenching, flushing, paling, prickly sensations, numbness, sweating, muscle tensions and temperature changes.

The feeling of anger may differ from person to person; women, for example, are more likely to describe anger slowly building through the body rate, while men describe it as a fire or a flood raging within them.





# Mismanaged Anger

- Drug abuse
- Alcohol abuse
- Depression
- Poor health
- Hypertension
- Suicide



Physical reactions, usually starting with a rush of adrenaline and responses such as an increased heart rate, blood pressure, and tightening muscles; often known as the “fight or flight” response

The cognitive experience of anger, or how we perceive and think about what is making us angry. For example, we might think something that happened to us is wrong, unfair, and undeserved.

Behavior, or the way we express our anger. There is a wide range of behavior that signals anger. We may look and sound angry, turn red, raise our voices, clam up, slam doors, storm away, or otherwise signal to others that we are angry. We may also state that we are angry and why, ask for a time-out, request an apology, or ask for something to change.

Everyone experiences anger, and it can be healthy. It can motivate us to stand up for ourselves and correct injustices. When we manage anger well, it prompts us to make positive changes in our lives and situations.

Mismanaged anger, on the other hand, is counterproductive and can be unhealthy. When anger is too intense, out of control, misdirected, and overly aggressive, it can lead to poor decision making and problem solving, create problems with relationships and at work, and can even affect your health.





# How to Help Children Understand Their Anger

- Understand their anger and the emotions of others
- Develop positive social interaction skills
- Realize that they are responsible for the choices they make
- Learn how to express anger in ways that aren't harmful to themselves or others

All human beings experience anger. But children, in particular, have difficulty channeling their strong emotions into acceptable outlets. Anger is a response to a real or perceived loss or stress. It results when a person's self-esteem, body, property, values or sense of entitlement are threatened. It is often a reaction to feeling misunderstood, frustrated, hurt, rejected or ashamed.

Children often blame other people or events for their anger instead of assuming responsibility for it. If children do not learn how to release their anger appropriately, it can fester and explode in inappropriate ways or be internalized and damage their sense of self-worth. When children express their anger inappropriately, it may mean that they lack coping skills to deal with their emotions in positive ways.

If children of any age are talking, listen to what they have to say or politely tell them you have to finish something and then you will give your undivided attention.

If you feel your temper taking over, do not yell. Give yourself five minutes to take deep breaths quietly, and then go back to the conversation. This not only keeps you in control, but teaches children that yelling is unacceptable.







# Techniques

- Catch the child being good
- Build a positive self image
- Encourage children to see their strengths



**Catch the child being good.** Tell the child what behaviors please you. Respond to positive efforts and reinforce good behavior. An observing and sensitive parent will find countless opportunities during the day to make such comments as “I like the way you come in for dinner without being reminded”; “I appreciate your hanging up your clothes even though you were in a hurry to get out to play”; “You were really patient while I was on the phone”; “I’m glad you shared your snack with your sister”; “I like the way you’re able to think of others”; and “Thank you for telling the truth about what really happened.”

Similarly, teachers can positively reinforce good behavior with statements like “I know it was difficult for you to wait your turn, and I’m pleased that you could do it”; “Thanks for sitting in your seat quietly”; “You were thoughtful in offering to help Johnny with his spelling”; “You worked hard on that project, and I admire your effort.”

**Build a positive self-image.** Encourage children to see themselves as valued and valuable people.

**Encourage children to see their strengths as well as their weaknesses.** Help them to see that they can reach their goals.





## Techniques continued...

- Ignore inappropriate behavior
- Provide physical outlets
- Manipulate the surroundings
- Teach children to express themselves verbally

**Deliberately ignore inappropriate behavior that can be tolerated.** This doesn't mean that you should ignore the child, just the behavior. The "ignoring" has to be planned and consistent. Even though this behavior may be tolerated, the child must recognize that it is inappropriate.

**Provide physical outlets and other alternatives.** It is important for children to have opportunities for physical exercise and movement, both at home and at school.

**Manipulate the surroundings.** Aggressive behavior can be encouraged by placing children in tough, tempting situations. We should try to plan the surroundings so that certain things are less apt to happen. Stop a "problem" activity and substitute, temporarily, a more desirable one. Sometimes rules and regulations, as well as physical space, may be too confining.

**Teach children to express themselves verbally.** Talking helps a child have control and thus reduces acting out behavior. Encourage the child to say, for example, "I don't like your taking my pencil. I don't feel like sharing just now."





## Teach Children the best way to communicate what they want and feel

- Aggressive
- Passive
- Assertive
- Passive Aggressive



### **Assertive Communication**

The most effective and healthiest form of communication is the assertive style. It's how we naturally express ourselves when our self-esteem is intact, giving us the confidence to communicate without games and manipulation.

When we are being assertive, we work hard to create mutually satisfying solutions. We communicate our needs clearly and forthrightly. We care about the relationship and strive for a win/win situation. We know our limits and refuse to be pushed beyond them just because someone else wants or needs something from us. Surprisingly, assertive is the style most people use least.

### **Passive Communication**

Passive communication is based on compliance and hopes to avoid confrontation at all costs. In this mode we don't talk much, question even less, and actually do very little. We just don't want to rock the boat. Passives have learned that it is safer not to react and better to disappear than to stand up and be noticed.







## Teach Children the best way to communicate what they want and feel

- Aggressive
- Passive
- Assertive
- Passive Aggressive



### **Aggressive Communication**

Aggressive communication always involves manipulation. We may attempt to make people do what we want by inducing guilt (hurt) or by using intimidation and control tactics (anger). Covert or overt, we simply want our needs met - and right now!

Although there are a few arenas where aggressive behavior is called for (i.e., sports or war), it will never work in a relationship. Ironically, the more aggressive sports rely heavily on team members and rational coaching strategies. Even war might be avoided if we could learn to be more assertive and negotiate to solve our problems.

### **Passive-Aggressive Communication**

A combination of styles, passive-aggressive avoids direct confrontation (passive), but attempts to get even through manipulation (aggressive). If you've ever thought about making that certain someone who needs to be "taught a thing or two" suffer (even just a teeny bit), you've stepped pretty close to (if not on into) the devious and sneaky world of the passive-aggressive. This style of communication often leads to office politics and rumour-mongering.





# Aggressive Communication

I'm loud, bossy and pushy

I dominate and intimidate people

I violate other's rights

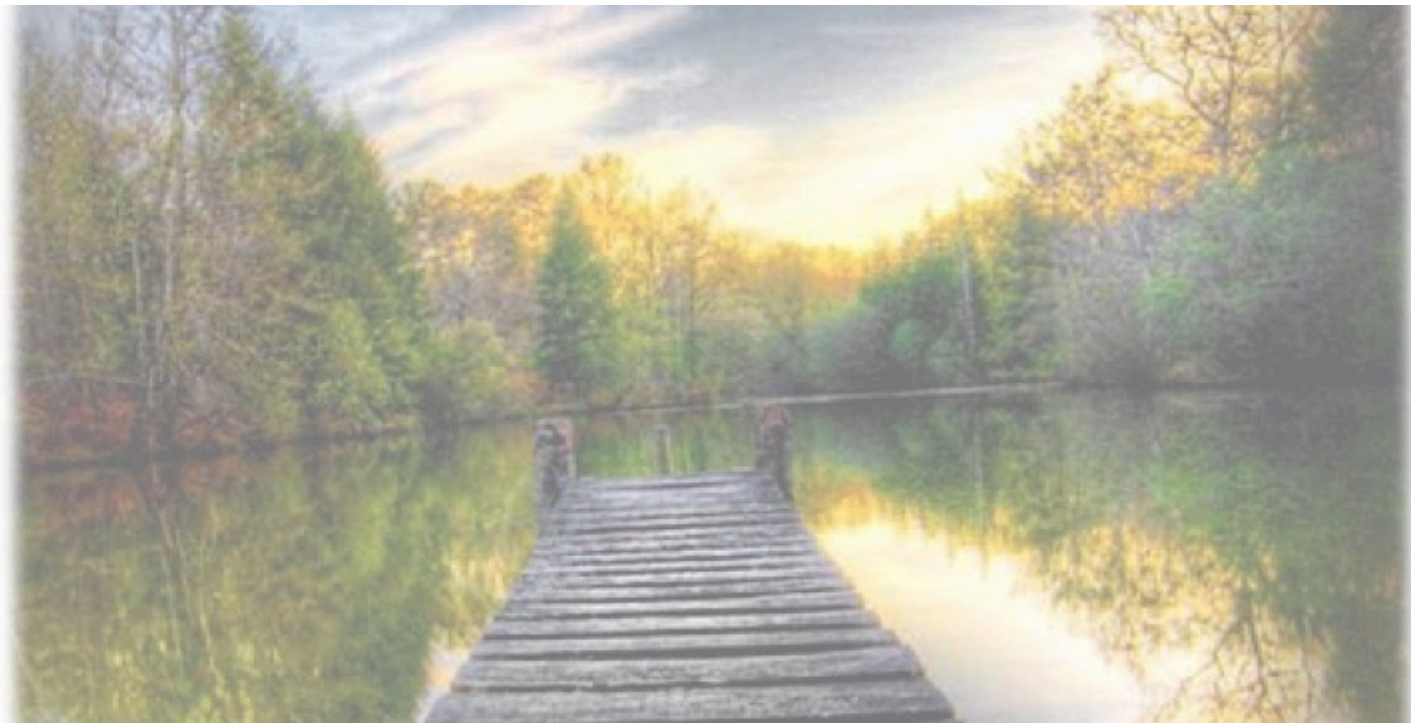
I "get my way" at anyone's expense

I "step" on people

I react instantly



Aggressive communication is a method of expressing needs and desires that do not take in to account the welfare of others. Those who communicate in an aggressive manner are generally perceived as selfish and unwilling to compromise. An aggressive communication style is usually linked to a desire to hurt others or exact revenge, or may reflect poor emotional development.



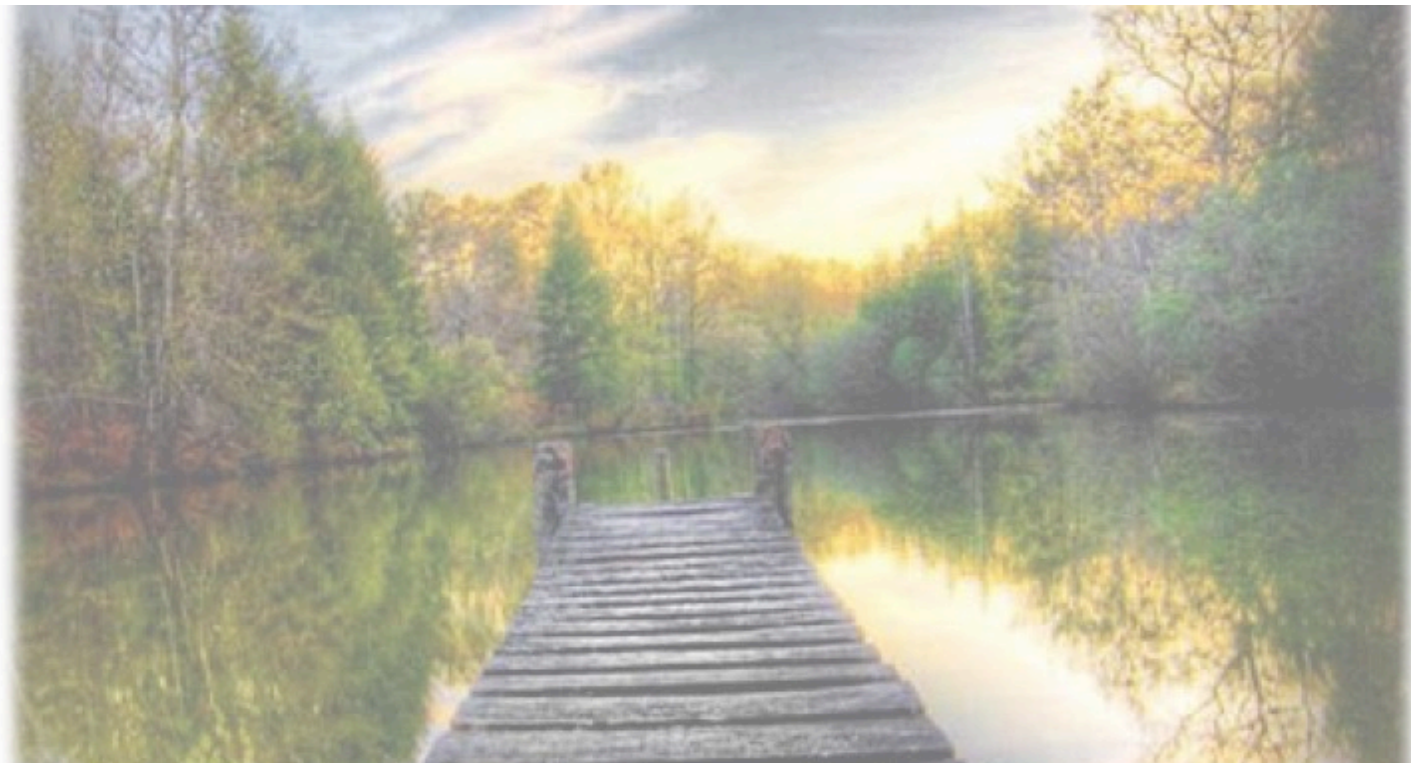


## Passive Communication

I'm unable to speak up for my rights  
I don't even know what my rights are  
I get "stepped on" often  
I'm meek, mild-mannered and very  
accommodation



Passive communication is a form of expression that is ineffective and maladaptive. Those with a passive communication style are generally afraid of confrontation and do not feel they have the right to make their wishes and desires known. This style of communication can lead to feelings of anxiety, anger, depression and helplessness.







# Assertive Communication

I'm firm, direct and honest

I respect the rights of others and  
recognize the importance of  
having my needs and rights  
respected

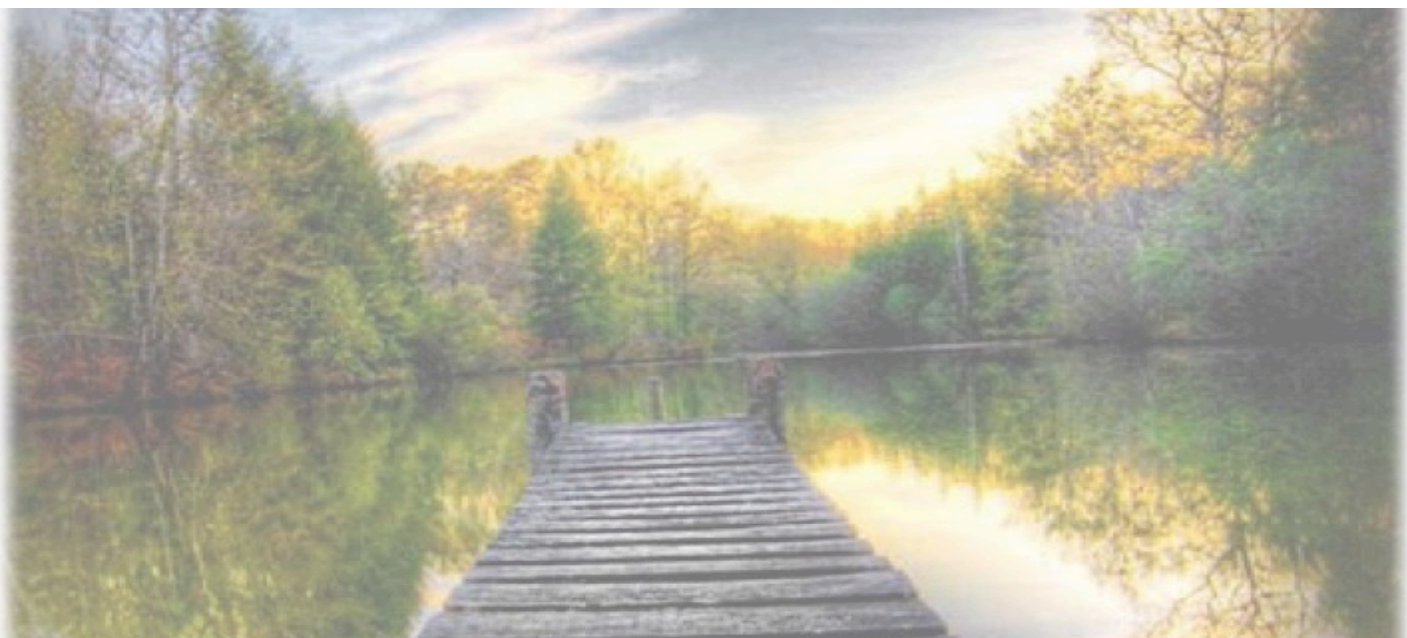
I speak clearly and to the points

I'm confident about who I am

I realize I have choices about my  
life.



Assertive communication involves asking for what you want or telling people how you feel in a direct but respectful manner. Assertive communication usually ensures that people will hear what you have to say and be more likely to respond favorably to your request. Statements that begin with "I" are used most often in assertive communication. An "I" statement follows a specific format and helps people to understand what you want or how you feel without the listener being attacked. An example of such a statement is "I feel upset when you call me stupid, because it makes me feel bad about myself." This statement lets a person know how and why you feel a certain way about a situation.



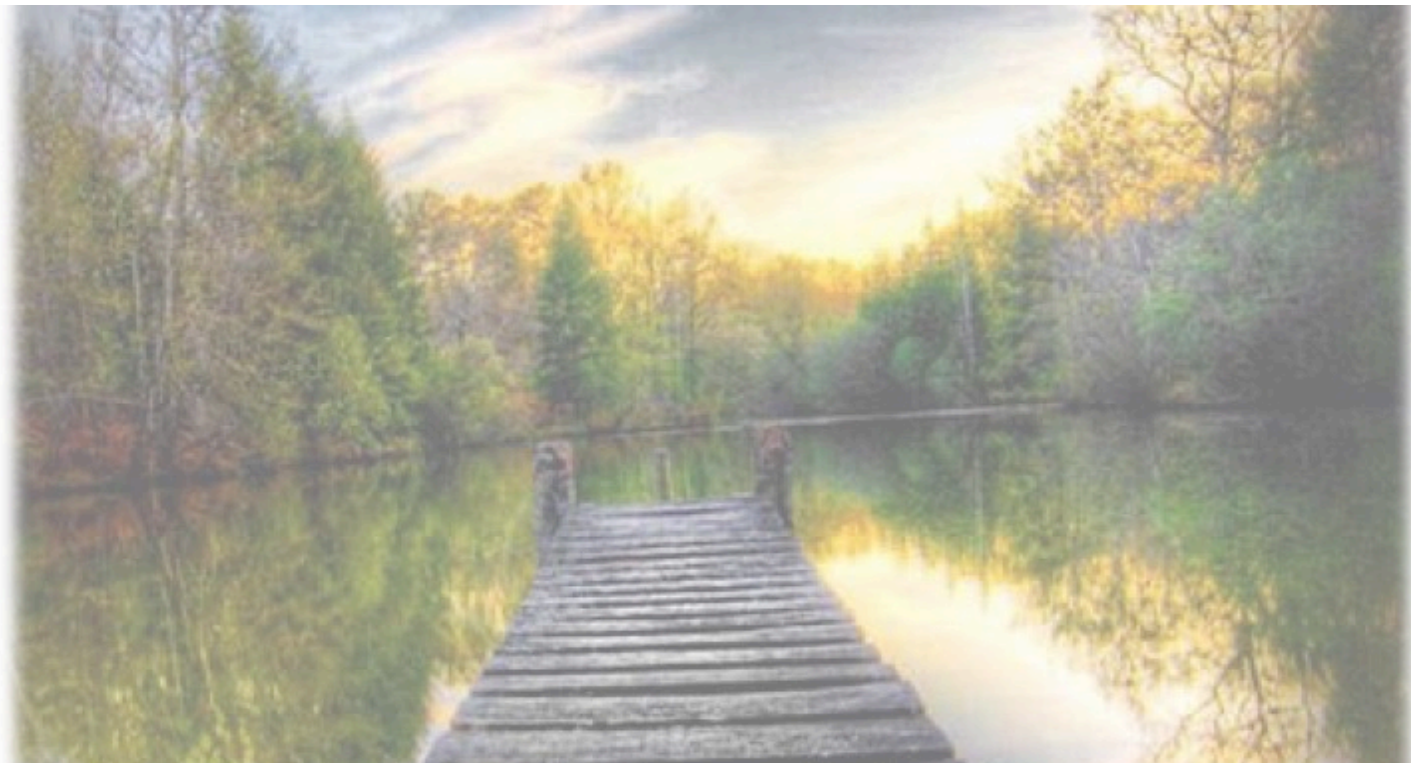


# Passive Aggressive Communication

I don't know  
Whatever you think  
You have more experience  
than I do, you decide  
I'll go with whatever the  
group decides, it doesn't  
matter to me  
Yes, yes, yes (but I really  
mean NO)



Passive aggressive people have a tendency of expressing their anger or frustration in a silent way, instead of expressing it directly. In our daily, we may encounter such people and hence we should be aware of their mindset. Let us discuss the traits of such people, along with some suitable examples for better understanding.





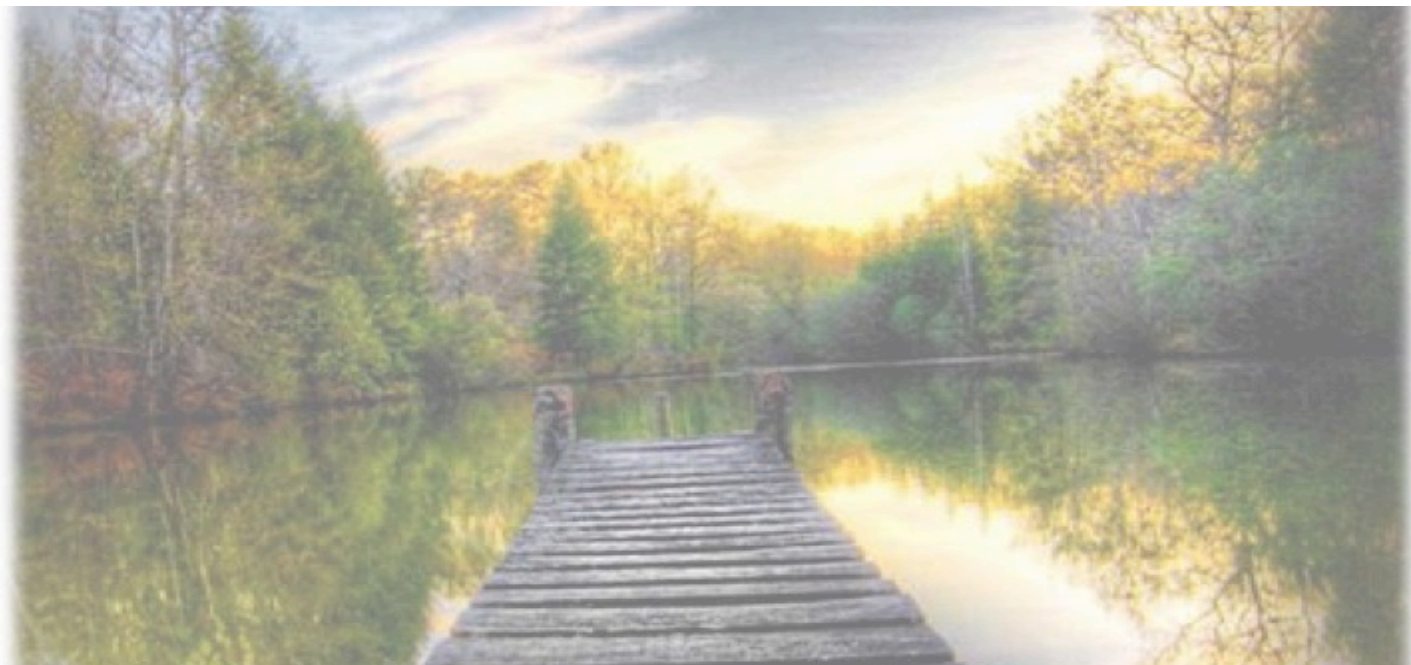


# Anger Management and You

- Examine your own coping skills
- Find humor in stressful situations



Examine your own coping skills. Be positive. Teachers should be aware of what coping skills they are modeling for children when they are experiencing stress. Find humor in stressful situations and laugh with the child. Tell jokes and encourage the child to tell jokes to release stress. When persistent disturbing behavior continues, seek professional help. Asking for help when you need it is a sign of strength. When you are at your wits end, outside help can be comforting to you and helpful to the child.







# Anger Management in Children

- Talk about feelings
- Praise children
- Do not over schedule your day
- Set clear and consistent limits



Teachers can help children learn to cope with their anger.

Talk with children about their feelings and concerns. Allow children to express their own feelings as you listen with an open mind. Let them know that you are concerned about their feelings.

Praise children for their accomplishments and efforts. Help them develop a sense of self-worth.

Affection from you can reduce a stressful situation. Remember to say, "I love you" and other positive, affirming statements to the child regularly. For example, "You are a good person", "You are beautiful", "You are strong" and "You can do it".

Do not over schedule a child. Children need time to rest. Do not plan three activities like coloring, circle time, and nap too close together.

Set clear and consistent limits for the child's behavior. Making rules and setting schedules can create order in a child's life. Following up with consequences makes rules work, and children learn that discipline equals caring.

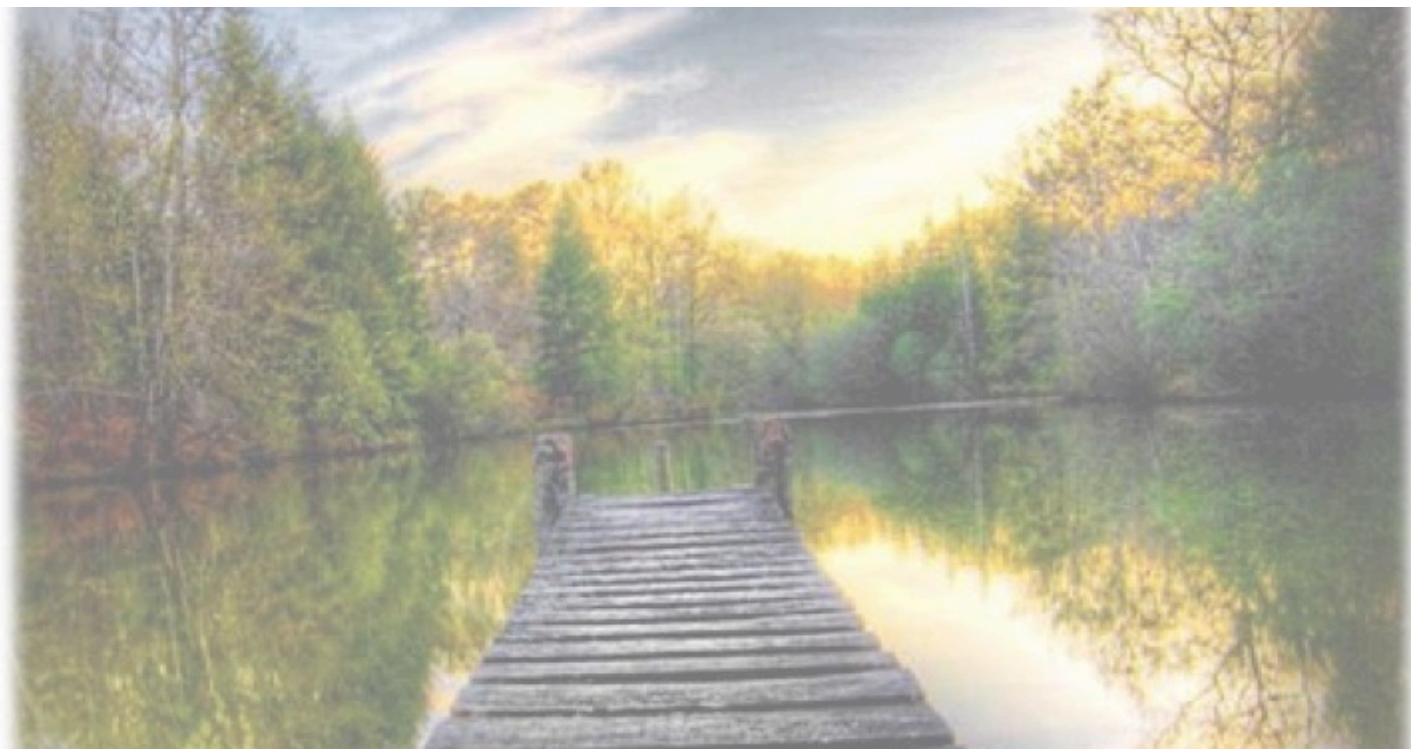




If only you could sense how important you are to the lives of those you meet; how important you can be to people you may never even dream of. There is something of yourself that you leave at every meeting with another person.

-- Fred Rogers

You can teach a child to recognize that anger management is an important skill to have. At the same time, you should acknowledge that it's not easy. Managing anger takes most of us a lifetime, and it remains a work in progress. Any day's headlines prove just how hard it is for adults to learn conflict resolution. Children closely watch your grown-up ways of handling anger, and they learn from them. As role models, we need to set the example.





## Agenda

- What is ANGER?
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Our goal is not to repress or destroy angry feelings in children—or in ourselves—but rather to accept the feelings and to help channel and direct them to constructive ends.







## Resources

<http://www.naeyc.org>

[http://www.earlychildhoodnews.com/earlychildhood/article\\_view.aspx?ArticleID=449](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=449)

[http://www.creducation.org/resources/anger\\_management/teaching\\_anger\\_management\\_skills.html](http://www.creducation.org/resources/anger_management/teaching_anger_management_skills.html)

<http://www.easternflorida.edu/community-resources/child-development-centers>

<https://www.naeyc.org/resources/topics/family-engagement/principles>

<https://www.naeyc.org/resources/pubs/tyc/feb2020/using-guidance-not-discipline>



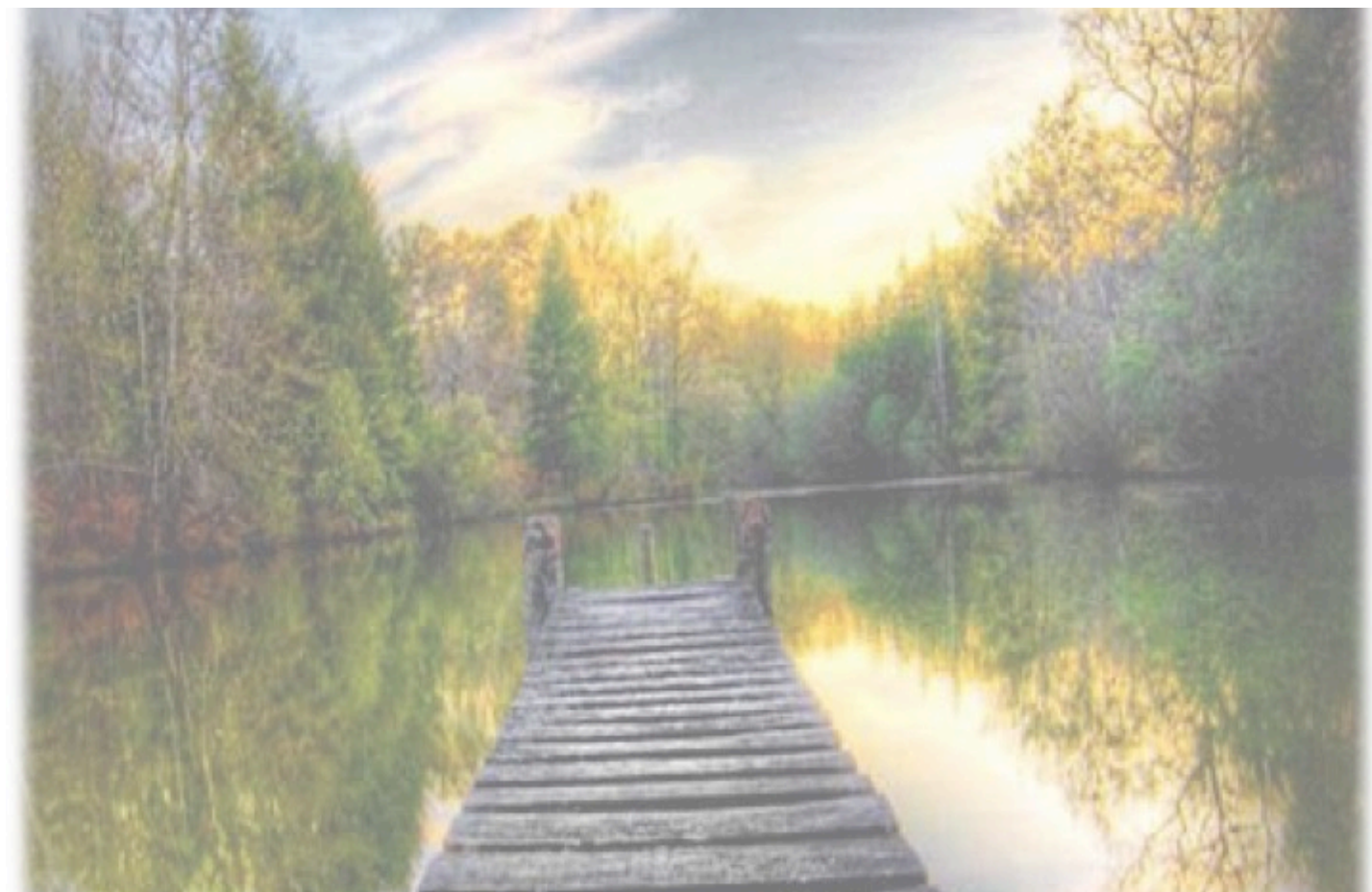


## Transfer of Learning

### How will you transfer learning into your work environment?

Think about strategies or activities that you found of interests.

- How will you use them in the classroom?
- How will you differentiate activities to meet students' needs?
- If you were observed in the classroom, would your supervisor see the connection between the training content and your interactions with students?





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