

**ANGER MANAGEMENT HAND OUT – KATE CARR FANNING, HADD  
FAMILY SUPPORT GROUP 27 APRIL 2009**

**1. ANGER FROM AN ADHD PERSPECTIVE**

- Live in a constant state of tension: “Worked Up”
- Perceptual, Sequencing and Organization Difficulties
- INTERNAL EMOTIONAL STATE: Very Emotional and Volatile People  
Confusion; negative experiences; low self-esteem; rejection; depression
- IMPULSIVITY: Ready-Fire-Aim!! Attack is the Best Form of Defence.
- LACK OF AWARENESS: of self, of others, and of environment
- Want Self-Control: Don’t Know How to get it!

**2. ANTECEDENTS**

“The Build Up to the Break Down”

- Become Aware of What Trigger’s Out Burst’s (e.g. after school, med’s wearing off)
- Physical Manifestations (e.g. fast/high pitched talking, eye’s widening, clenching fists)
- Look for PATTERNS
  - Seeing them help’s people to step back instead of just reacting.
  - Take time to assess the situation
  - Don’t Just React!!!

**3. FACILITATE AWARENESS A) OF THEMSELVES**

- The ability to understand and organize INNER WORLD is key for gaining self-control
- Get to know the Inner Voice
- TEACH THEM TO LABBLE THEIR FEELINGS (e.g. isolation, frustration, confusion, rejection, anger, sadness, etc...  
“I noticed that you became very frustrated while trying to solve that puzzle”
- Use the emotional pie chart
- Make sure they are not confusing their feelings (e.g. sadness for anger)
- Make them aware of their triggers, before they have lost control.
- Have THEM examine/ explain how they’re feeling
- Have THEM consider why they feel a particular way.  
-does it make sense? How might they want to feel? –how would others feel?
- AFTER an Incident: ask THEM to rate (from 1-10)  
A) The Behaviour & B) Their Reaction to the Behaviour.  
-does it fit? –what would have been appropriate?

**4. FACILITATE AWARENESS B) OF THE ENVIORNMENT**

- They are unaware of the impact of their behaviour on others and the environment
- Explain how it made YOU feel.
- Demonstrate or discuss the behaviour.
- Have them considered: i) why it was inappropriate, ii) how others felt, iii) cause and effect relationships (the sequence of events), iv) alternatives.

ADHD may be the REASON for the behaviour it is NEVER the Excuse!!!  
EVERYONE is ALWAYS responsible for their behaviour.

## **5. "I" STATEMENTS**

- Feel the world is against them
- Appropriate expression of emotion
- Improves understanding on both sides & helps create awareness
- Forces them to think
- It is blame free, open, and honest communication

1. **I Feel**
2. **Because**
3. **What I Want/ Need is**

Not that the want/ need is always given

## **6. PRODUCTIVE COMMUNICATION**

- Be understanding & sympathetic. Try & relate to them, be their facilitator. Be a team "WE"
  - ACTIVELY LISTEN (mirror back what they say)
  - Ask for their input (make them feel important, a part of the solution)
  - Give them 1 or 2 Options (more or none could be confusing/ overwhelming)
- {The above 2 gives them some control over their environment. This helps them begin to develop their own boundaries}
- Make Consequences:
    - A) known & accepted beforehand, and B) understood afterwards
  - Be willing to Compromise (within reason)

## **7. STRATEGIES**

- Know the triggers and come up with a POA for them
- Have them become tuned into their own needs
- Inner Monologue: talking to self. "my cup is getting full"
- Distracter and Calming Exercises
- Give them something tangible (e.g. hula-hoop)
- Keep Environment Calm as much as possible
  - whenever possible avoid trigger situations; (e.g. avoid places, situations, or people)
  - Be Organized: on time, keep a schedule, structure, lists
  - let them know what is expected of them.

## **8. FEEL BAD = ACT BAD**

- Anger can stem from low self-esteem
- Anger is often an expression of depression
- Be positive & encouraging
- POSITIVE REINFORCEMENT: notice when they control themselves, ask them how they did it. Encourage self-monitoring; have them tell you when and how they controlled themselves.
- Create positive situations where they can succeed.

## **9. POSITIVES OF ADHD**

- High energy
- Practical People (entrepreneurs)
- Passionate and driven
- Hyper focused

- Multi-tasking
- Abstract thinking and reasoning