

# Guidance for Practitioners

## Anger Map

### Purpose

- To enable the child or young person to have a voice which is listened to and acted upon.
- To enable the child or young person to give their view on the support they receive.
- To enable the child or young person to identify what help they would like and who from.
- To enable the child or young person to recognise when and why they become angry.
- To help the child or young person to develop more positive coping strategies and problem-solving skills.
- To assist family and other practitioners to recognise, acknowledge and appropriately support the child or young person in positively managing angry emotions.
- To enable the child or young person to give their views on actions for change.
- To enable the child or young person to review what has worked or not worked for them.
- To improve outcomes and evidence what difference listening to the child or young person has made.

### Guidance

- It is important to plan a safe space for children and young people to participate in this work.
- The child or young person should fill out the Anger Map which should take about 20 minutes (the practitioner can support the child or young person but it is important that you write exactly what they say).
- Facilitate a discussion and ask for the child or young person to talk about:
- how changes in thoughts and feelings will lead to changes in their body language and their behavior such as:
  - clenched fists
  - tightness or tenseness in their body
  - verbal outbursts
  - a particular facial expression
  - hitting out
- the cause of their angry emotions
  - how to deal with anger healthily to reduce likelihood of angry emotions causing the child/- young person and others distress
  - identify strategies they can use against anger
  - identify the early warning signs which could allow others to recognise and better support them
- what they have learnt about themselves and how they can best use this, this should transfer into actions and responsibilities.



- You are free of course to use this tool flexibly to meet the needs of the individual child or young person for example using a large piece of paper with coloured pens, drawing pictures.
- The child or young person (with the support of the practitioner) should complete the action plan to identify the support they feel they may need. Practitioners should ensure their words are recorded and work progresses at a pace suitable to each individual child or young person and set a date to review progress.
- The child or young person with the support of the practitioner should complete the review form recording the child or young person's words.
- The action plan and review should be used in line with other plan processes as appropriate, for example Team Around the Family (TAF), Children in Need (CIN) Reviews and Child Protection Reviews. This tool should contribute to the overall plan for the child or young person.

## **Outcomes**

- The child or young person should have improved anger management and dispute resolution.
- The child or young person should have improved anger control.
- The child or young person should have improved use of negotiation and compromise skills to resolve disputes.
- The child or young person should have a better understanding of perspective taking which enables them to think that others may have views and feelings different from their own.
- The child or young person should have increased awareness of how their own behavior contributes to the escalation of a conflict situation.
- The child or young person should have improved problem solving skills.
- The child or young person should have an increase in the use of non-aggressive or non-violent strategies when faced with difficult or conflict situations.
- The child or young person should be able to identify what has helped or not helped.
- The child or young person and practitioner should be able to identify where further support is required and this should inform assessments and/or any future referrals.
- The practitioner should have a better knowledge and understanding of the child or young person.



Derby City Council

**Voice of the Child ...  
so what difference will it make?**

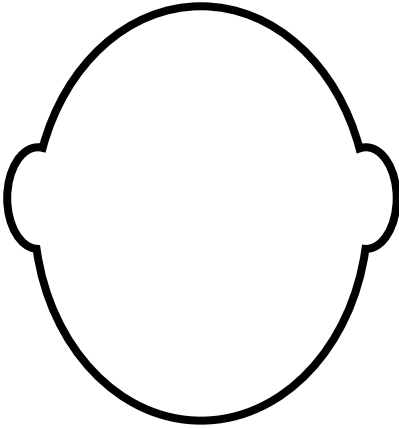
# Anger Map

**Name .....** **Age.....**

**Today's Date .....**

# Anger Map

1. What kind of face do you have when you are angry?



2. What happens to your body when you are angry?

3. What things do you say?

4. How do you behave when you are angry?

5. What makes you angry?

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6. What could help when you are angry?



7. Other ways of handling my anger

A large, empty rounded rectangular box with a black border, intended for writing answers to question 7.

8. Do you think your anger could be used in a positive way?

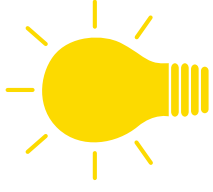
A large, empty rounded rectangular box with a pink border, intended for writing answers to question 8.

9. Have you learnt anything about your anger?

A large, empty rounded rectangular box with a black border, intended for writing answers to question 9.



# Action Plan



Name .....

Date .....

| What is going to help you? | How is it going to help you? | Who is going to help you? | When would you like it to start? |
|----------------------------|------------------------------|---------------------------|----------------------------------|
|                            |                              |                           |                                  |
| What else might help?      |                              |                           |                                  |

# Review



Name .....

Date .....

How much has it helped you?

A lot

A little

Not at all

|  |  |  |
|--|--|--|
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